UNIONISM IN ACADEMIC INSTITUTIONS IN CENTRAL MINDANAO

By

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A Dissertation Presented to the Graduate School Faculty in Partial Fulfillment of the Requirements for the Degree of DOCTOR OF EDUCATION

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APPROVAL SHEET

IN PARTIAL FULFILLMENT of the requirements for the degree of DOCTOR OF EDUCATION (Ed.D.), this dissertation entitled:

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has been prepared and submitted by BRICCIO MAPUTI MERCED, JR., who is hereby recommended for Oral Examination.

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DISSERTATION ABSTRACT

- 1. Title: UNIONISM IN ACADEMIC INSTITUTIONS IN CENTRAL MINDANAO
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- 7. Rationale/Background:

Primordially, the study aims to find whether there

exists a relationship between knowledge on unionism, job

satisfaction, and organizational climate. Furthermore, it also seeks to find out whether correlations exist among knowledge on unionism, job satisfaction, organizational climate and some selected personal variables as faculty rank, teaching experience, administrative experience, and educational attainment. 8. Statement of the Problem:

The study seeks to examine the relationship between knowledge on unionism and job satisfaction and organizational climate. It seeks further to compare and determine the relationship between knowledge on unionism, job satisfaction, organizational climate and some selected personal variables.

Hence, this study attempts to answer the following specific

- 8.1 What is the level of knowledge on unionism of faculty members in academic institutions?
- 8.2 Is there a difference in the level of knowledge on unionism of teachers in unionized and non-unionized academic institutions?
- 8.3 What are the sources of job satisfaction of teachrs in unionized and non-unionized institutions?
- 8.4 Is there a difference in the job satisfaction of teachers in unionized and non-unionized institutions?
- 8.5 What is the organizational climate of unionized and non-unionized institutions as perceived by their teachers?
- 8.6 Is there a difference in the perception of teachers in unionized and non-unionized institutions on their organizational

climate?

- 8.7 What is the organizational climate of the academic institutions as perceived by their teachers and administrators?
- 8.8 Is there a difference in the organizational climate as perceived by their teachers and administrators?
- 8.9 Is knowledge on unionism significantly related to job satisfaction and to organizational climate?
- 8.10 Is knowledge on unionism, job satisfaction, organizational climate related to faculty rank, teaching experience, administrative experience, and educational attainment?
 - 9. Research Design and Procedure:

This study employed the comparative descriptive method of research. Correlation analysis was employed to estimate the extent to which different variables are related to each other.

The Personal Data Sheet, Knowledge on Unionism Survey Sheet,
Job Attitude Factor Survey, and the Organizational Climate
Descriptive Questionnaire were the research survey tools used to
gather the data in the study.

The respondents were administrators who have served in the school for at least one year and teachers who have taught for three or more years. There were 101 respondents.

The researcher personnaly sought the permission from the heads of the selected academic institutions in Central Mindanao to conduct the research survey. Contact persons distributed and retrieved the questionnaires. The researcher, likewise visited

the institutions when some questionnaires were not returned.

Data gathering lasted for two months.

10. Statistical Treatment:

Data obtained from the questionnaires were computerized using the Statistical Package for the Social Sciences (SPSS) program to facilitate analysis and interpretation.

In treating the data, frequencies and percentages were taken to determine the teacher respondents' knowledge on unionism. Scores obtained under job satisfaction and organizational climate were converted to means and standard deviations to arrrive at a description of the responses.

The t-test was used to determine the significance of the difference in the classification of factors between the unionized and non-unionized academic institutions. The presence of relationships among the variables was determined by using the Pearson r coefficients.

11. Major Findings:

The findings of the study are as follows:

- 11.1 The unionized teachers have more correct responses in all the five modules on knowledge on unionism compared to the non-unionized. The unionized teachers have a higher level of knowledge on unionism as compared to the non-unionized.
- 11.2 Components under the motivational factor of Herzberg are considered by both the unionized and non-unionized teachers as sources of job satisfaction.
- 11.3 Components under the hygiene factor are considered by

both the unionized and the non-unionized teachers also as sources of job satisfaction.

- 11.4 The job satisfaction of both the unionized and non-unionized teachers do not differ significantly.
- 11.5 Teachers and administrators in academic institutions in Central Mindanao perceive their organizational climate as open.
- 11.6 Unionized and non-unionized teachers in academic institutions in Central Mindanao perceive their organizational climate as open.
- 11.7 Knowledge on unionism is significantly related to job satisfaction.
- 11.8 Knowledge on unionism is not significantly related to organizational climate.
- 11.9 Not all personal variables are correlated to knowledge on unionism, job satisfaction, and organizational climate.
 - 12. Conclusions:

Based on the findings, the following conclusions are derived:

- 12.1 Knowledge on unionism is significantly related to job satisfaction.
- 12.2 Knowledge on unionism is not significantly related to organizational climate.
- 12.3 All personal variables (faculty rank, teaching experience, administrative experience, and educational attainment) are positively related to knowledge on unionism.

- 12.4 Of the four personal variables, only administrative experience is positively related to job satisfaction. Faculty rank, teaching experience and educational attainment are negatively related to job satisfaction.
- 12.5 Of the four personal variables, only administrative experience is positively related to organizational climate.

 Faculty rank, teaching experience, and educational attainment are negatively related to organizational climate.
- 12.6 All four personal variables are positively related to each other.

Dedicated to

Tessie

April

Trixia

Nena and Nena

Briccio and Otilio

Tata, Og-Og, Ging-ging and Gong-gong, for teaching me my first lessons in unionizing.

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CHAPTER I

INTRODUCTION

Background of the Study

The right to self-organization is enshrined in the Philippine constitution and is, at the same time embodied in the Magna Carta, related laws, and issuances in education. Being a practicing democracy, teachers in this country are given the right to freely and collectively unionize themselves for their own benefit and for the harmonious functioning of the institutions they are employed in.

As society becomes more and more complicated, organizations grow, and the demands of managerial task becomes more complex, organizational challenges and adjustments have to be made and responded to.

The second half of this century saw how the educational landscape was affected by societal changes. Schools faced the problems of keeping their organizations afloat due to run-away inflation, high labor turnover rate such as teachers leaving the teaching profession to become domestic helpers abroad, or faculty members shifting to other fields of endeavor. Affected academic institutions introduced novel ways of coping with such changes such as downsizing, early retirement programs, or at worst, imminent closure.

Oftentimes, both administrators and teachers are caught flat-footed in the imbalance resulting from these changes. Having the upperhand in the fulcrum of the organizational scale, administrators use their position of strength and advantage, sometimes undue, in effecting change. Such administrative prerogative solicits either acceptance or resistance. In the ensuing struggle, faculty members may fend for themselves individually or, unionize themselves for collective action. Results could either be productive or devastating for both the administration and the rank-and-file.

Conflicting opinions on whether teachers should unionize or not have been raised over the past decades. In 1958, Theodore Martin, National Education Association of the United States of America director of membership, proclaimed just prior to the advent of collective bargaining:

Unionism lowers the ideals of teaching by emphasizing the selfish, though necessary econonomic needs of teachers - salary, hours, tenure, retirement - unionism misses altogether the finer ideals of teaching and the rich compensations that do not appear in the salary envelopes. (Streshly & DeMitchell, 1994, p.10)

Koppich (1993) presented an opposing view:

Prior to collective bargaining, teachers did not speak for themselves, they were spoken for. Salaries, hours of employment, class sizes, and assignment and transfer procedures were set by school boards and enforced by

administrators. This changed in 1959, when Wisconsin passed the first collective bargaining law for public employees. Three years later, President Kennedy issued Executive Order 10988 which gave federal employees the right to organize and bargain collectively. In that same year, but three months later, 20,000 teachers, in violation of New York's Taylor Law, struck the New York public school system over a pay raise, free lunch periods, check-off for union dues, and 147 items (Murphy, 1990). Education in the United States was changed forever.

Both opposing views on unionism could be traced likewise to what is happening in the Philippine educational system as far as labor relations is concerned. There are those who have remained nonunionized and those who have opted to avail of the right to be recognized as having collective power in the bargaining table.

Among the notable documents that paved the way for teachers to unionize is the Education Act of 1982. Section 10.2 of said act states:

The right to establish, join and maintain labor organizations and/or professional and self-regulating organizations of their choice to promote their welfare and defend their interests.

Section 96 of the Manual of Regulations for Private Schools unequivocably recognizes the right of teachers to "organize

subject to regulations and supervision by the Department of Labor and Employment." Section 97 of the same manual calls for:

...every private school to provide for amicable internal procedures or remedies, including provisions for voluntary arbitration, as a preferable measure in the settlement of any issue, dispute, or grievance arising from employment relations.

Since the 1970's more and more teachers have become aware of their rights. Such awareness led them into, at first, forming associations and later turn these into teacher unions. The formation of school unions have created and, on occasion gave rise to additional problems to school administrators already saddled with managerial priorities.

A classic example of this development in the history of labor movement in the education sector was the case of St. Scholastica's College in Manila. Known many years for its social orientation, its teachers have been espousing basic human rights and teaching these to themselves and their students.

On March 2, 1990, 160 of its 300 teaching and non-teaching staff voted to form a union. This union became the Samahan ng Manggagawang Pang-Edukasyon ng Sta. Eskolastika. Four months later, the union opened negotiations for a collective bargaining agreement (CBA). Another four months later the negotiations went on a deadlock. On November 5, the union went on strike, the first time the administrators of St. Scholastica's College faced

this problem (Parel, 1991).

As Parel (1991) has observed:

Teachers have been going on strike and these strikes have not raised much comment. But the strike at St. Scholastica's was a different kind. It is reported that this school is the third school paying the highest salaries to its teaching and non-teaching staff. Why would these highly paid employees go on strike? But a more basic question would be "why do more and more teachers join labor unions, almost similar to the unions in the manufacturing industries?

St. Scholastica's case is exceptional as unions are almost non-existent, if not unheard of, in Philippine schools. One factor could be that school administrators exert pressure on their employees not to form one. Or, even if these administrators permit the formation of unions, the personnel do not see this as beneficial to themselves, have a hard time organizing due to apathy and family responsibilities, plus a host of other reasons.

Unionism is a reality that affects the educational process sometimes to an extreme degree, as what happened at St. Scholastica's College where the administrators had to use inexperienced substitute teachers to fill the positions of the strikers. On the other hand, the absence of a duly recognized faculty union, provides administrators easy ground for reforming,

transforming, re-organizing, re-aligning personnel or harassing them in the workplace through both overt and covert means.

Unionized St. Scholastica's College is only one among the few unionized schools in the country. A good many academic institutions have remained nonunionized despite constitutional, legal, philosophical, and ethical bases. A good question to ask is whether teachers, like those at St. Scholastica, become more satisfied after unionizing. A still further question to raise is whether such unionizing effort has a direct bearing on the organizational climate of an institution and the job satisfaction of its teaching staff.

The Research Problem

This study seeks to find out the strengths of relationship between knowledge on unionism and job satisfaction and organizational climate in academic institutions in Central Mindanao. It also seeks to compare and determine the significant differences in their knowledge on unionism, and their perceptions about job satisfaction and organizational climate. Further, it seeks to determine the relationship of knowledge on unionism, job satisfaction, and organizational climate to faculty rank, teaching experience, administrative experience, and educational attainment.

Specifically, this study seeks to answer the following questions:

- 1. What is the level of knowledge on unionism of faculty members in academic institutions?
- 2. Is there a difference in the level of knowledge on unionism of teachers in unionized and non-unionized academic institutions?
- 3. What are the sources of job satisfaction of teachers in unionized and non-unionized institutions?
- 4. Is there a difference in the job satisfaction of teachers in unionized and non-unionized institutions?
- 5. What is the organizational climate of the academic institutions as perceived by teachers and administrators?
- administrators on their organizational climate?
- 7. What is the organizational climate of unionized and non-unionized institutions as perceived by their teachers?
- 8. Is there a difference in the perception of teachers in unionized and non-unionized institutions on their organizational climate?
- 9. Is knowledge on unionism significantly related to job satisfaction and to organizational climate among teachers in unionized and non-unionized academic institutions?
- 10. Is knowledge on unionism, job satisfaction, and organizational climate significantly related to personal variables as faculty rank, teaching experience, administrative experience, and educational attainment?

Assumptions

- 1. Teachers in unionized and non-unionized institutions do not vary in their knowledge on unionism.
- 2. Whether unionized or not, a certain type of organizational climate exists in every institution.
- 3. Descriptions of the school condition by both faculty members and administrators are reliable indexes of the school's organizational climate.
- 4. Both the OCDQ developed by Halpin and Croft, and the Job Attitude Factors Survey based on Herzberg's Motivation-Hygiene Factors Theory are valid and reliable instruments to measure organizational climate and the job satisfaction of faculty members.
- 5. Being professionals who observe ethical standards, teachers will give honest appraisals of their school's organizational climate and identify factors which give them job satisfaction.

Research Hypotheses

Based on the preceding assumptions, the following are the research hypotheses:

1. Teachers from unionized and non-unionized academic institutions differ significantly in their knowledge on unionism.

- 2. There is significant difference in the level of job satisfaction of teachers in unionized and non-unionized academic institutions.
- 3. There is significant difference in the perceptions of teachers and administrators on their organizational climate.
- 4. There is significant difference in the perceptions of teachers from both unionized and non-unionized academic institutions on their organizational climate.
- 5. There is significant relationship of knowledge on unionism to job satisfaction among unionized and non-unionized teachers in academic institutions.
- 7. There is significant relationship of knowledge on unionism to organizational climate among unionized and non-unionized teachers in academic institutions.
- 8. There is significant relationship of knowledge on unionism, job satisfaction, and organizational climate to faculty rank, teaching experience, administrative experience, and educational attainment.

Scope and Delimitations

This study is limited to the identification, measurement, and comparison of the knowledge teachers in both unionized and non-unionized institutions have on unionism. It also aims to establish whether a relationship exists between unionism, job satisfaction, and organizational climate in unionized and non-

unionized tertiary institutions in Central Mindanao.

Further, it also aims to establish whether a relationship exists between knowledge on unionism, job satisfaction, and organizational climate, and faculty rank, teaching experience, administrative experience, and educational attainment.

Knowledge on unionism is based on the knowledge on unionism survey sheet. Job satisfaction factors are those contained in the model developed by Herzberg, while organizational climate is restricted to the one devised by Halpin and Croft.

The identified schools to be surveyed in this study are those whose campuses are located in the once-empire province of Cotabato. Three are located in Central Mindanao and one in South Cotabato. Two are universities while the other two are colleges. These schools are Notre Dame University in Cotabato City, Notre Dame of Midsayap College, Notre Dame of Kidapawan College, and Notre Dame of Marbel University. The former two are unionized while the latter two are not.

The study is based on the perceptions of teachers and administrators in the identified schools for the academic year 1996-1997. Non-teaching personnel are excluded in this study. Consequently, the results and conclusions are applicable only to the said subjects of the study.

Data gathered are those primarily researched through the Personal Data Sheet (PDS), Knowledge on Unionism Survey Sheet (KUSS), Job Attitude Factors Survey (JAFS), and the Organizational Climate Descriptive Questionnaire (OCDQ) Form IV.

Like unionism, studies on unionism in the academe is relatively a new phenomenon. This is a recent vantage which has been unexplored yet, much more in academic institutions in Mindanao, specifically, Central Mindanao. Subsequently, the results of this study would start a body of researches on unionism in academic institutions in this part of the country.

This research is significant because not only is it a study of a still controversial topic in the academe (whether teachers who are professionals should join unions or not; since it is yet unheard of lawyers or doctors or engineers who formed unions and later went on strike), but because in this time when everyone is in search of academic excellence there is a need to know how unionism affects this search. The results of this study will, hopefully, contribute to an understanding of unionism in tertiary institutions, and will contribute to the literature on educational administration.

Results gathered in this study may help administrators cope with the increasing demands of running institutions as they grapple with economic factors, and the underlying philosophy they need to uphold which the founders of these institutions have so well-articulated during their time. Likewise, industrial relations, most particularly unionizing, which used to be the expertise of the industries in developing as well as

underdeveloped economies, and have slithered their way into the academe which both administrators and personnel avoided in the distant past, must be viewed not with extreme caution but educational acceptance just like it were a curriculum upgrading. An appreciation of both their growth and absence in the academe should contribute in greater part to the advancement of educational management, the enhancement of job satisfying indicators and the establishment of an organizational climate defined and worked out by all sectors in the academe.

Results of this study may assist the faculty members in assessing how they conduct themselves in the confines of their institutions. Furthermore, it will also give them a picture of whether there is a need for them to unionize and collectively demand what they believe should rightfully belong to them.

As planners and policy makers who provide the direction for the school, this study will be of help to administrators by way of evaluating the type of climate they are creating in the institutions they are administering. Based on that, a careful reengineering could be implemented towards improving not only the quality of life of faculty members, but also the institutions they represent.

As the regulatory body of academic institutions in the Philippines, this study will also be of help to the Commission on Higher Education in finding ways and means of helping alleviate the conditions existing in academic tertiary institutions in Central Mindanao. If found to contribute significantly to the

attainment of a harmonious school setting, this same study could be replicated nationwide. The results could be the general sentiments of the faculty in private tertiary institutions of the Philippines. In tandem with the Department of Labor and Employment, both government agencies can recommend relevant changes in their respective offices that would meet the goals of management and the personal satisfaction of faculty members in academic institutions.

Definition of Terms

Administrator - refers to a school official who provides leadership to teachers in the improvement of their instruction, stimulation of professional growth and development. In this study, it includes the college deans, vice-presidents and the presidents who have experienced administrative work for at least one year.

Teachers - refer to one who is responsible for the realization of teaching and learning experiences in the classroom setting. They are either full-time or part-time and have been involved in actual teaching in the tertiary level for three or more years.

Unionized Institutions - refer to schools whose faculty
members have bonded together for purposes of negotiating with the
employer their benefits, privileges and other emoluments.
Registered with the Department of Labor and Employment, such

unions may have existing collective bargaining agreement with their employer or is in the process of negotiating one.

Unionized institutions included in this study are Notre Dame

University in Cotabato City, and Notre Dame of Midsayap College,

Cotabato Province.

Non-Unionized Institutions - schools without an existing union pursuant to the provisions of the Constitution of the Republic and the Labor Code. Included in this study are Notre Dame of Marbel University in South Cotabato, and Notre Dame of Kidapawan College, Kidapawan, Cotabato Province.

Knowledge on Unionism - pertains to five topics covered in the module prepared by the Department of Labor and Employment. It consists of the rights and obligations of workers and management, labor dispute settlement, labor-management cooperation, collective bargaining agreement, and union finance and administration.

Central Mindanao - refers to the area in Mindanao formerly called the Cotabato Empire Province composed of the provinces of Maguindanao, North and South Cotabato, and Sultan Kudarat.

Job Satisfaction - refers to a person's favorable attitude or positive emotional response toward his or her job as defined in the Motivation-Hygiene Factors Theory of Herzberg.

Organizational Climate - set of internal characteristics which differentiates one school from another as measured by the Organizational Climate Descriptive Questionnaire (OCDQ). It is a situation in an organization which comes as a by-product of the

interaction among members of the organization as well as their relationship with their leaders or administrators. It follows a continuum from open to closed. In between are types such as autonomous, controlled, familiar, and paternal in that order.

Open Climate - refers to a situation wherein the teachers experience job satisfaction and they work well together without bickering and griping. It reflects a balance between task achievement and social needs satisfaction; teachers work well together with respect to teaching-learning tasks, have high morale, and experience a high degree of satisfaction out of a sense of achievement. In this study, schools that indicate open, autonomous, and controlled tendencies are characterized as manifesting an Open Climate (Valdez, 1978).

Closed Climate - refers to a situation in which the group obtains little satisfaction in respect to other task-achievement or school work load. It reflects organizational imbalance because there is much preoccupation with task-achievement.

Teachers are uninvolved and do not work well together so that group achievement and group morale are at a nadir. In this study, schools that show familiar, paternal and closed climate tendencies are identified as exhibiting closed climate (Valdez, 1978).

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter presents a critical synthesis of various books, articles, reports and other literature related to the present study. The focus of the synthesis lies in the theory and practice of unionism in academic institutions.

A number of studies have been conducted in relation to unionism. Some have dwelt on the history of unions, on the relationship between unionism and job satisfaction, on collective bargaining and job satisfaction, perceptions of professors on unionism, and between unionism and other economic indicators. A cursory review of these studies and related literatures reveals that so far nobody had conducted a research on the relationship among unionism, organizational climate and job satisfaction as well as their relationships to faculty rank, teaching experience, administrative experience, and educational attainment.

Historical Background of Unionism in the Academe

The papal encyclicals, beginning with Leo XIII's Rerum

Novarum up to the recent ones, including Pope John Paul II's

Laborem Exercens, had already enunciated the principle that

"workers of any category must enjoy full freedom to freely form

labor unions" (de Gracia, 1982, p.15).

In Baltimore, there was a Teachers' Union as far back as 1934 (Keely, 1976). Keely studied the history of this union, how the conflict between it on the one hand and the school and city officials on the other hand, gradually escalated until the former declared a two-day strike in 1967.

Teacher activism in the Philippines started in 1969 when a group of teachers at Padre Burgos Elementary School in Manila staged "a mass leave of absence which spread to the entire Manila city schools division and to other parts of the country" (Grageda, 1985, p.1).

Prior to this, laws were already passed by the Philippine government which recognized the rights of laborers to form unions. The first of these was RA 875, commonly known as the "Industrial Peace Act," passed in 1953.

The law emphasized that employees in industrial enterprises are encouraged and afforded protection of their rights to form associations/trade unions and to bargain collectively conditions of work with their employers. At the same time, the Supreme Court of the Philippines, in a long line of cases, ruled that religious, educational institutions not for profit were in fact not "industrial enterprises" and therefore, not subject to labor relations laws of the land. (de Gracia, 1982, p.12).

But, as de Gracia also immediately pointed out, from 1953 to 1974, some unions formed by faculty associations in some "schools operating not for profit succeeded in gaining recognition and collectively bargained conditions of work in their schools"

(p.13).

In November 1974, the Labor Code was enacted. In this code perhaps "because of the traumatic experience of the government in the past in school campuses seething with unrest," it excluded "religious, educational, charitable and medical institutions not for profit," from the operation of Book V of the Labor Code, the labor relations portion of the code. This meant that there can be no unionization in religious, educational, charitable institutions. However, the same law, Art. 244 of the code, allowed continuation of unions in institutions where in the past (a) there have been recognition extended to a union by the school; or (b) there is an existing collective bargaining agreement.

But the religious, educational institutions in the country did not respond to these instructions by the then Ministry of Labor and Employment (MOLE). Many disputes were brought before it for settlements. In view of this, the MOLE determined that employees in religious, educational and charitable institutions should be covered by existing labor relations laws. (de Gracia, 1982, p.14).

The associations of Catholic schools, like the Catholic Educational Association of the Philippines (CEAP) and the Association of Catholic Universities in the Philippines (ACUP) did not oppose this measure of the MOLE. But in their opinion if the teachers and staff in their schools form unions, they avail themselves of the union organization as the usual tool of

industrial workers to demand economic and "other benefits from the school administrators rather than as professionals engaged in other forums for dialogue at a more appropriate level" (p.17).

Thus, was born unionism among the academe in the Philippines.

Despite the legalization process, private schools do not openly favor formation of teacher and staff unions. They hold the view, however, that because teachers belong to a "noble profession" and are bound together with the school administration, by same mission, propelled by the same motivating force, and dedicated to a common cause of educating productive and versatile citizens, they should organize themselves into a professional association, rather than into a labor union. (de Gracia, p. 28).

Studies on Unionism in Schools

Ely, Commons and Ross with their pioneering work, The Labor Movement in America (1886) as quoted in Watkins's study on The Professors and the Unions: American Academic Social Theory and Labor Reform, 1883-1915 (1976), studied the unions in the industrial sector at the turn of the twentieth century. Although this is a study on unions, it focused more on the effects of professionalization as a mediation social theory. It concluded that the social scientists were as much victims and casualties of social reorganization as they were observers. However, not much

was done about unionism in schools. This led Farmer (1976) to lament of the fact that although unionization is increasing more rapidly among any other sector of the work force, very little has been done to research this expanding and important phenomenon.

From 1973, several studies were conducted on the relationship between job satisfaction and collective bargaining agreement.

Ramsey (1973) investigated academic employees' job satisfaction and attitudes toward faculty unionism and collective bargaining by classifying study participants according to demographic and situational variables. Utilizing the Likert scale questionnaire in gathering his data, Ramsey discovered that significant differences were found on several of the bargaining items on the collective agreement. These differences were reflected in their sex, academic rank, union organization memberships, number of organization leadership positions, annual income, teaching-research-administration orientation, years in academic rank, job satisfaction, and administrative functions.

Pisapia (1974) inquired into the value structure of educational institutions operating under a collective bargaining contract. Its study population was limited to those states in America having both public and higher education collective bargaining contracts. Among the findings of this study were that: professionalism was implicit in the collective bargaining contract content; the dual process of professionalization and bureaucratization occured in educational institutions; bargaining

agents do not have enough power to completely countervail bureaucratic authority; educational institutions react to the conflict of professional-bureaucratic values by passively adapting through the collective bargaining process; through collective bargaining, it is possible to strengthen professionalism; and, educational administrators must continue their efforts to professionalize themselves in order to maintain administrative sovereignty.

In a study on the management's response to bargaining between boards of education and teacher unions in Rockland County, New York, Sommi (1974) reported that pattern bargaining concepts were found very useful in understanding bargaining in Rockland County. The pattern scope and terms emerge from separate county-wide informational meetings which facilitate consensus development regarding final settlements. Pattern conformity was highest in salaries, lowest in deferred payment fringe benefits, with new forms being introduced during the study period. Pattern deviations were permitted under special circumstances, strike threat or potential loss of jobs.

Focusing on selected bargaining issues, Weathington (1974) studied the different attitudes among the three component groups in the public community colleges of Illinois: trustees, administrators and faculty senates or unions. Among the statistical treatment used in the study were factor analyses, cross tabulations, correlational analyses. The independent variables consisted of the first fourteen items on

identification, biographic and knowledge about and acceptance of collective bargaining. The dependent variables consisted of the thirty-two items which were derived from the original forty-one questions representing key bargaining issues in the pilot study.

The findings revealed that there were two distinct categories of respondents, termed anti-faculty respondents and pro-faculty respondents. Trustees and administrators exhibited different attitudes than do the faculty senates or unions regarding the majority of the items in the questionnaire.

Trustees and administrators were classified as being anti-faculty with respect to issues such as tenure, strike provisions, and the role of department chairmen during collective bargaining. The faculty senates or unions were classified as being pro-faculty with respect to issues such as binding arbitration, breaking of impasses, and cost-of-living provisions.

Closest to the present study, but dwelling on organizational climate and negotiation issues as perceived by superintendents, board presidents and teacher leaders in public schools in Florida, was that of Branham (1975). He wanted to determine if a relationship exists among the three groups of respondents. Among the findings he gathered were that:

- There was a significant difference among superintendents, board presidents, and teacher leaders in their perceptions of organizational climate.
 - 2. Superintendents rated the climate as being better, more open, than the two other groups.

- Teachers rated climate as being more closed than the other groups.
- 4. There was a significant difference among superintendents, board presidents and teacher leaders in their perceptions of the importance of negotiation issues.
- 5. Board presidents rated the issues as being less important than the superintendents and teachers.
- 6. Teachers rated the issues as being more important than the superintendents and board presidents.

Catchings (1984) in his review of literature on collective bargaining and the instructional roles of a select group of principals in the state of Tennessee, found that there was widespread disagreement with respect to the impact collective bargaining has had on the instructional role of the principal. His other conclusions supported by the findings of the study were: (1) There is no difference in the perceptions of principals whether they are employed in a school district with or without collective bargaining agreement with respect to fulfilling their instructional role. (2) There are no differences in the perceptions of Tennessee's principals in fulfilling their instructional role when they are classified in grade, training, and experience. (3) There are differences in the perceptions of Tennessee's principals in fulfilling their instructional role when they are classified by age, race and sex.

Dishno (1984) investigated the relationship between the collective bargaining processes used by elementary school

districts and the degree of strategic planning which occurred prior to formal bargaining, and focused on the impact of these two factors upon negotiating a contract favorable to retention of management prerogatives. His major findings were: (1) The most critical element in both strategic planning and retention of management prerogatives is the involvement of principals. (2) Utilization of an external negotiator, inclusion of principals as negotiating team members, and assumption of passive role by team members at the table in deference to a chief spokesperson, facilitates better strategic planning and results in a more favorable contract relative to retention of policy areas as management prerogatives. (3) There is little correlation between the degree of strategic planning implemented prior to negotiations, and the retention of policy areas as management prerogatives.

White (1990) studied the perceptions of chief executive officers (CEOs), board chairpersons, and faculty senate presidents regarding the extent to which collective bargaining has influenced shared governance (collegiality), faculty morale (job satisfaction), and labor relations (trust and cooperation). Tests of significance were calculated to determine differences among the three groups on the dependent measures. Pre-planned contrasts were computed on pairs of means. Frequencies and percentages of responses to each item were presented as additional data.

The following conclusions surfaced:

- 1. Board chairpersons' opinions were more positive than the other two groups about the effects of collective bargaining, but feel negatively on shared governance and faculty satisfaction. Senate presidents were most negative about faculty trust, institutional identification, and labor relations.
- 2. All three groups perceived no change in academic governance as a result of collective bargaining.
- 3. Respondents indicated that collective bargaining has resulted in the improvement of salaries, teaching loads, and faculty autonomy.

Job security and working conditions provisions in teacher collective agreements and their impact on education was studied by Moss (1984) in twenty-three schools in six school boards in Ontario, Canada. The constant-comparative method was used to code and analyze the data.

Moss found that job security and working conditions provisions of collective agreements were found to have had little impact on the programs of the schools. Implications of this study are delineated for practitioners and policy makers concerned with teacher-school board collective bargaining. According to Moss, these point out the need for collective agreements to reflect the reality of social and educational change and to reflect the conditions prevailing in schools of different sizes and different circumstances.

The main purpose of Parker's (1984) study was to explore whether collective bargaining, most specifically membership in different bargaining unit alternatives, affects the employment status of non-teaching professionals at public two-year colleges. Several hypothese were tested in this study that included the different unit and unit/non-union comparisons and whether there was an association with the employment status of non-teaching professionals as measured by various fringe benefits and working conditions. His finding was that association between unit membership and the employment status of non-teaching professionals was found to exist. The non-union non-teaching professionals had more extensive life insurance coverage while the separate unit non-teaching professionals had more access to formal grievance procedures. Parker concluded that it would be advisable for the non-teaching professionals to join the faculty union if they are interested in achieving employment status at least equal to that of the faculty.

Brelsford (1975) studied the relationship between selected teacher charateristics and teacher attitudes toward collective negotiations, teacher associations and strikes in two Indiana school corporations.

Brelsford's findings revealed that teachers generally, regardless of personal characteristics, approved of negotiations as a desirable activity in which to engage with school officials. Teachers tended to perceive negotiations as covering broader areas than did teachers who were not in a school system having

formal negotiations. Younger, non-tenured secondary teachers were found to be more aggressive with respect to collective action than the older, tenured elementary teacher. Finally, teachers were inclined to reject the strike as a weapon in the negotiations process unless no other means were available to them.

Using a time series study, Reed (1990) studied the effect of bargaining on the daily professional human interaction of teachers and administrators, and effect of bargaining on the management style practiced by the administration.

Comparatively speaking, the teacher and administrators' perceptions toward collective bargaining were found to be more positive in 1989 than in 1978. Significant differences in the perceptions of teachers and administrators over the 11 year period were found in three of the four categories. It was concluded that collective bargaining was better accepted in 1989 than in 1978 and bargaining is working well with regard to positive perceptions of teachers and administrators.

A study on the relationship between union status, mean salary, and job satisfaction among two-year college faculty was undertaken by Finley in 1990. Results indicated higher mean salaries at unionized schools. On job satisfaction, the results revealed higher levels for non-unionized faculty and the relationship between salary level and convenience satisfaction was different at unionized and non-unionized schools.

DesCarpentrie (1990) analyzed certain factors which affected the collective bargaining process in Illonois public schools. He found that collecitve bargaining characteristics were significantly related to the bargaining process. This includes membership of the management team in the bargaining process and the choice of a chief negotiator. As regards existence of distributive and integrative bargaining behaviors within a single negotiating situation, it was concluded that there were relationships between specific bargaining issues and the choice of a bargaining model.

Faculty perceptions of the impact of collective bargaining on public two-year campuses in Ohio and Illinois was the theme of the study conducted by Brown (1990). She grouped her respondents as both unionized and non-unionized and correlated their results on four factors, namely, institutional governance, economic benefits, academic excellence, and professional autonomy.

There were significant differences on all four factors as revealed by the results of the study. Academic discipline is related to faculty perceptions regarding the impact of collective bargaining on economic benefits. Results also revealed that highest degree earned and campus union status interact to influence faculty perceptions regarding the impact of collective bargaining on institutional governance. Faculty from the nounion campuses who have a masters degree have the least favorable perception about the impact of collective bargaining on institutional governance, while faculty from unionized campuses

who have a masters degree have the most favorable perception.

In a case study on the role and effect of collective bargaining on a school district as perceived by those who were involved in the process during a 20-year period, Vacarro (1990) concluded that the most frequent conflict perceived by both labor and management was concerning wages/benefits. Its other findings were: majority of labor and management chose compromise as the means of resolving conflict even if there was disagreement by both management and labor on the effects of collective bargaining on the social, professional and economic concerns of educators. Labor and management agreed that collective bargaining met the long-term effects of benefits and psychological contracts.

Majority of labor and management agreed collective bargaining was helpful to education in the district and to education in general.

One of the rare studies on unionism and teacher contracts in education was the one involving special education. White (1990) identified existing special education related language in "Pre" and Post Education for All Handicapped Children Act of 1975, P.L. 94-142." In the past local teacher union bargaining process has been used as a means through which some disputes may be rectified. As expected, the teacher union contracts contained virtually no specific special education related language.

Second, all teachers' perceptions surveyed indicated that the majority of educators perceived the need for selected special educational policies as either "highly valuable" or "essential" regardless of teaching assignment. Third, teachers consistently

perceived a greater degree of need for local school boards to develop selected formal special education and service delivery policies and procedures than did special education program administrators.

An extension of a similar investigation by Duane A. Dishno in 1984 was conducted by Jones in 1990. Jones' purpose this time was to investigate the association between the use of selected collective bargaining procedures and the absence of specific restrictive teacher union contract language which would infringe on management rights in California high school districts of 2,000 or more students.

Jones found that there was significant association between the use of the procedures and the absence in teacher union contracts of specific restricting language. This was significant in 209 of the 234 tables on the retention of management rights.

A similar study was conducted by Estelle A. Faulk in 1984. She examined contract implementation in a sample of elementary principals in the Chicago schools specifically on the problem processing and problem solving behaviors of administrators as they administer schools under a common contractural agreement.

Her findings were that some principals are more constrained in contract implementation than others. The three groups of principals surveyed implement the teachers' union contract differently. Other findings were: a higher percentage of males emerged as low-constraint principals, a percentage of least-experienced principals was found in the high-constraint group, a

higher percentage of black principals was in the high-constraint group, and schools with large student enrollments were likely to have high-constraint principals.

Still on collective bargaining, but this time the faculty's view were sampled by Ronald Volpe (1975) at both unionized and non-unionized campuses of the Pennsylvania Community Colleges.

Their opinions were taken to reflect their sentiments on collective bargaining and administrative practices.

On administrative practices, the non-unionized faculties were consistently favorable in their assessment of top, mid, and first-level management administrative practices. They were negative in their appraisal of all top administrative practices and ninety percent of mid management administrative practices. The unionized faculties gave a positive assessment on eighty percent of the first level management administrative practices.

Academic and public library personnel in Ontario were the subjects of the study conducted by Mudge (1984). She anchored her assumption on researches which show that the composition of a group may affect what the group achieves. Results of the data indicate that bargaining units containing only professionals attained the greatest proportion of professional-type working conditions. In the study, academic librarians have a better chance of acquiring professional type of working conditions than public librarians.

In 1990, Hopper wrote "An Exploratory Study of the Perceptions of Professors as Professionals at Unionized and

Nonunionized State University." It compared the perception of teachers between unionized Wayne State University and nonunionized Michigan State University. Some of the conclusions were that faculty unionism does not affect the professors' concept of academic freedom and unionized professors have a narrower view of the scope of their work than that of the nonunionized ones.

perceptions of the rank-and-file on teachers and their unions was the subject of the study conducted by Ruckdeschel in 1975. It was prompted by the observation that teachers are becoming more militant and organized. The research focused on what teachers perceived as the role of the union movement in education. Males, subjects with high levels of dissatisfaction, subjects who were older and subjects with more teaching experience were the most active in the union.

Keely (1976) studied the development of the Baltimore teachers' union from 1934 to 1970 based on the model of conflict group formation developed by Ralf Dahrendorf and supplemented by statements from Coser, Mack, and Snyder. Dahrendorf sought the structural origin of social conflict in dominance relation which prevail within certain units of social organization. Union and school records and publications, newspapers and interviews with union presidents and other teacher leaders were the primary sources of historical data of the Baltimore union study. A supplemental survey obtained teachers' opinions on theoretically-related matters.

In Accra, Ghana, Henne (1991) studied teachers' attitudes toward and participation in the Ghana National Association of Teachers (GNAT). The findings were that there was no significant relationship between teacher's gender and participation in GNAT or between teacher's gender and perceptions of the union, teachers over 30 years of age tended to participate in the union more than teachers under the age of 30, older teachers tended to have more positive views of GNAT than did their younger peers, location of the school in urban versus rural areas had no significant relation to teachers' participation in GNAT but it did have a significant relation to teachers' perceptions of the union, and no significant relation was found between level of education and teachers' participation in the union or in teachers' perceptions and attitudes toward GNAT.

Jones (1975) carried out a study on the changes in the role of the president's office in selected universities following faculty unionization. Among the major findings of this study were that: the finance-management members of the administration have increased their frequency of input to the office of the president while the president's involvement with the academic members remains the same; the union's input of influence in educational and institutional policies consists primarily of recommendations and consultation with the administrative family; since the advent of collective bargaining, faculty unionism has reduced the power and authority of the president and his administration in personnel matters; collective bargaining does

not mean noticeable increase in the normal adversarial relationship between the office of the president and the faculty; and, the primary effect of faculty unionism upon the office of the president is to reduce its influence and flexibility in personnel matters in general and grievance procedures and retrenchment in particular.

corollary to the preceding research finding, Moore (1984) studied the impact of management opposition to unions on certification elections, decertification elections, and state-employee bargaining laws. The study concluded with the findings that management opposition significantly affects voting patterns in certification and decertification elections and also influences the content of state-employee bargaining legislation.

Leighty (1984) studied if perceived satisfaction with teachers' unions is compatible with a Theory Z organizational climate in elementary schools. He found out that there was no association between perceived union satisfaction and school climate. On the other hand, a causal relationship exists between the principals' ratings relative to trust and cooperation in association with school climate. It was also revealed that good climate and good interpersonal relationships are inseparable. Above all, the study concluded that unionism does not result in disregard for management policies.

The broader front also has had its share of the labor movement among faculty members.

One of these was the study conducted by Cook (1991) on the politics of opposition in the Mexican teachers' union. The National Union of Education Workers, Mexico's largest union has its share of dissident forces. The research examined in detail the interaction between the union, government officials, and the dissidents.

The research suggested two main conclusions: first, the emergence of democratic grassroots movements may be explained in important measure by political conjunctures or spaces that facilitate access and provide protection from repression to the movements. Second, decentralized and democractic internal organization may be a more effective weapon for grassroots movements in the struggle for their demands than centralization and oligarchy. Both conclusions yield insights into how societies can democratize as a sub-national level in the context of an authoritarian regime.

What may be considered as a clincher to this review is the perception, proven or not, that most unions, both in the industrial and in the academic sectors, are infiltrated by ideological ideas, mostly left leaning. This became the subject of the study conducted in 1976 by Richard T. LaPointe when he examined the ideological struggle within the American Federation of Teachers, AFL-CIO (AFT) and union growth. He focused on the intra-union battles between broadly defined "Social-Democratic" and "Communists" currents.

LaPointe made use of both primary and secondary materials.

Publications of the various left-wing groups engaged in factionalizing within the union have been consulted. Other research techniques employed were personal interviews, correspondence and telephone interviews, and an analysis of an extensive body of journalistic and scholarly writing on American trade-unionism in general and as well as on teacher unionism.

LaPointe's conclusions were:

- 1. There has been a history of the involvement of various left-wing political tendencies in American teacher unionism since its inception.
- 2. Unlike a number of other countries, the experience of Communists in teacher unionism in the United States had been virtually unsuccessful.
- 3. The early growth of the AFT was generally unimpressive.
- 4. The major pattern of factional cleavage in the AFT has generally been one that has pitted Social Democrats (broadly defined) and their allies against the Communists (similarly broadly defined) and their allies.
- 5. In the struggles with the AFT, "liberals" as opposed to ideologues of the radical left have played a relatively minor, independent role.
- 6. The ideological conflict within the AFT is likely to become repeated in other sections of the U.S. labor movement in the near future.

7. Empirical evidence at this stage does not permit a definitive conclusion about the future successes of either the "Social Democrat" or "Communist" currents within the AFT, although the former seem firmly in control of the national organization for the time being.

Up to this date, however, as far as this writer is concerned and the findings revealed by the preceding studies, no such study comparing the differences teachers have on their knowledge about unionism in both unionized and non-unionized institutions has been undertaken so far. Nor a study on the differences in the job satisfaction and organizational climate of unionized and non-unionized schools been done, hence, this current undertaking.

Conceptual Framework

Unionism in the academe is a relatively inchoate phenomenon in most Philippine schools, if not even unheard of. Owing to the Filipinos' penchant of clinging to its debatable value of "utang-na-loob," the act of unionizing for purposes of negotiating one's due from services rendered is regarded as an act of ingratitude. It is not, therefore, uncommon in Philippine organizational setting where both employers and employees equate employment to loyalty. And this loyalty pervades in the entire gamut of the institution which unfortunately, sends chills in the spine of employees from really unionizing.

On the other hand, nonunionized institutions may have in its employ teachers who are unaware of what their rights are, reluctant to unionize for fear of reprisals such as termination or constructive dismissal, or simply the institution's faculty members are apathetic to unions. This is not to mention the fact that teaching, whether one accepts it or not, is a respectable profession in the Philippines. The level of understanding and recognition of unionism in the academe is still very low compared to the industrial sector.

Unionized or not, a school develops its own organizational climate. This climate can be determined to an extent inherent in the teachers' behavior as with respect to relationships with their fellow faculty members, their attitudes towards them, how they view their work in relation to job demands and administrative requirements. Moreover, provisions for instructional materials and the teachers openness even of their own personal life could affect this organizational climate. In sum, organizational climate is a summation of the faculty members' attitude on disengagement, hindrance, esprit, and intimacy.

The other component of organizational climate is that of the behavior of administrators which are also categorized into four: aloofness, production emphasis, thrust, and consideration. How administrators behave in school affects to a large extent the behavior of teachers and in large measure provide one with a better understanding of a school's organizational climate.

when the relationships among teachers are worked by harmony and their interaction with their leaders are free from stress and strain, an ideal climate or an "open" climate results. Such climate should bring about motivational factors which in turn constitute job satisfaction. The reverse may also be possible. An unfavorable school climate can cause job dissatisfaction (Ayson, 1995, p. 60). According to Herzberg, job satisfaction or dissatisfaction are determined by the absence or presence of both motivational and hygiene factors. He identified motivational factors as composed of the following: recognition, responsibility, achievement, growth/advancement, and the work itself. The hygiene factors are interpersonal relationships, compensation, status, job security, working conditions, supervision, school policy and administration.

The mentioned variables are illustrated in Figure 1.

The schematic representation on the next page contends that the teachers' knowledge on unionism (KU) can directly influence their job satisfaction (JS) as well as that of the organizational climate (OC) of their institutions. Likewise, it links faculty rank, educational attainment, teaching experience, and administrative experience which are personal variables (PV) as having a relationship with the three formerly mentioned variables in the study.

Administrative Experience Educational Attainment JOB SATISFACTION Teaching Experience Growth/Advancement PERSONAL VARIABLES Working Conditions Motivational Factors School Policy and Administration Relationships The Work itself Faculty Rank Responsibility (32) Interpersonal Compensation Recognition Achievement Job Security Hygiene Factors Supervision (PV) Status Rights and Obligations of Workers and Union Finance and Administration Collective Bargaining Agreement Labor-Management Cooperation Labor Dispute Settlement KNOWLEDGE ON UNIONISM Administrators' Dimensions ORGANIZATIONAL CLIMATE Management Production Emphasis Teacher's Dimensions Disengagement Consideration Hindrance Aloofness Intimacy Esprit

Figure 1. Schematic representation of the conceptual framework

CHAPTER III

METHODOLOGY

This chapter presents a description of the research design used in the study, respondents, research instrument, data gathering procedure employed, and the statistical treatment of the data.

Research Design

This study is an ex-post facto design using the causal effect. It is likewise a descriptive method since it uses the correlation technique in determining the associative relationship of the variables.

It also includes the appraisal of the four selected tertiary institutions' climate based on a standardized questionnaire.

Knowledge on unionism was measured using the module-based questionnaire prepared by the Department of Labor and Employment.

Job satisfaction and organizational climate were based on a standardized instrument. Comparisons and relationships were established based on the selected variables.

Subjects of the Study

Respondents for the study were the teachers and administrators of selected tertiary institutions in Central

Mindanao and notably members of Notre Dame Educational Association (NDEA). The selected schools were Notre Dame University of Cotabato City, Notre Dame of Midsayap College, Notre Dame of Kidapawan College, and Notre Dame of Marbel University.

Teachers

Teachers included as respondents were those who have completed three years of service and have been working either on a full-time or part-time basis in their school. Their tenure in the schools would give them a fair assessment of their job satisfaction or dissatisfaction, their school's organizational climate and the effect their knowledge on unionism have on the

Respondent teachers were selected based on stratified random sampling. For each institution, a minimum of twenty five percent of the total number of teachers were asked to answer the Personal Data Sheet (PDS), Knowledge on Unionism Survey Sheet (KUSS), Job Attitude Factors Survey (JAFS), and the Organizational Climate Descriptive Questionnaire (OCDQ) Form IV.

Administrators

The administrator respondents included presidents, vicepresidents, and college deans. Administrators selected were

those who have served the institution for a period of one year prior to the survey. It is assumed that one year administrative experience in the school is adequate for the administrator to get a feel of his job. All administrators currently occupying the aforementioned positions were included in this survey.

Research Instrument

Data in this study were obtained through the use of four instruments, namely: (a) the Personal Data Sheet (PDS), (b)

Knowledge on Unionism Survey Sheet (KUSS), (c) Job Attitude

Factor Survey (JAFS), and (d) the Organizational Climate

Descriptive Questionnaire (OCDQ), Form IV. Samples of the questionnaires are found in Appendices B, C, E, and G.

A. Personal Data Sheet

This intrument consists of eleven items meant to solicit information to provide the researcher with data about the personal and situational characteristics of the respondents and the schools included in this study. Items covered are the following: respondents' school, present position, length of service, educational attainment, age, civil status, basic monthly salary, religion, tribe, sex, and location of schools. (See Appendix B.)

B. Knowledge on Unionism Survey Sheet (KUSS)

It is composed of twenty items that tested the respondents' level of knowledge on what unionism is. Items in the questionnaire were from the module prepared by the Department of Labor and Employment (DOLE) and used by the department in its labor education seminars.

Items incorporated in the questionnaire were the following modules:

Rights and Obligations of Workers and Management - refers to the parameters set by the labor department as provided by the Labor Code of the Philippines on what both workers and management can legally claim and negotiate in the bargaining table. This corresponds to item numbers one to three of the instrument.

Labor Dispute Settlement - mechanism provided that would govern the rules and procedures in arriving at solutions on differences arising from both the workers and the management's positions on disputes over labor issues as collective bargaining and grievance machinery. These are from items four to ten.

Labor-Management Cooperation - term used to describe the various cooperative efforts by labor organizations and management to identify and solve common problems in order to improve their day-to-day working relationships. These include items eleven and twelve.

<u>Collective Bargaining Agreement</u> - a legal contract entered into between the duly certified collective bargaining agent and

the employer that spells out the terms and conditions of employment of the workers in a certain establishment. It covers economic and political benefits. These are items thirteen to seventeen.

Union Finance and Administration - governs the handling by the union of its financial affairs and in administering its assets and liabilities. These are items eighteen to twenty.

C. Job Attitude Factors Survey Checklist

The Job Attitude Factors Survey is a 75-item questionnaire. It is an instrument used to measure the factors related to satisfaction or dissatisfaction of employees.

Respondents indicated the level of their satisfaction by choosing one of the following categories:

- 4 Highly Satisfying
 - 3 Slightly Satisfying
- 2 Dissatisfying
- 1 Highly Dissatisfying

Motivational and hygiene factors are described in the statements. Motivational factors which are the contents of the statements are the following:

Recognition - refers to an act of acknowledging the performance and presence of work achievement of employees.

<u>Professional Growth and Development</u> - refers to opportunities or experiences offered to employees which cause

change or promotion in the organization of which he is a member.

Achievement - refers to the feeling of being able to accomplish, succeed and realize to the maximum one's assigned task.

Responsibility - refers to events where an employee derives satisfaction from being given an obligation to accomplish; being held accountable for a role or function performed and being able to introduce innovations.

The Work Itself - refers to performance of a job as a source of pleasant or unpleasant feelings.

Hygiene factors that are the subjects of these statements are:

Interpersonal Relationship - refers to the overall working relationship with superiors, peers, and clientele. This also includes support given by the administration and provision for the expression of grievances.

<u>Working Condition</u> - refers to the actual physical site, work environment condition, facilities and the amount of work load done.

Job Security - refers to the presence of permanence in the job including the privileges which may be received after retirement.

Supervision - refers to the administrator's prudence, competence, and fairness in carrying out his task.

School Policy and Administration - refers to the overall laws of the organization and the manner in which they are

implemented.

Compensation - refers to the amount of money received by the employee as basic salary, honorarium, professional pay for the degree attained, pay for summer vacation, sickness benefits, per diem for seminar and professional development funding.

D. The Organizational Climate Descriptive Questionnaire (OCDQ), Form IV

The instrument was developed by Andrew W. Halpin and Don S. Croft (1958) as a 64-item questionnaire. It is a means to measure and chart the differences in the organizational climate of schools.

The respondents will check one of the four categories:

- 1 Rarely occurs
- 2 Sometimes occurs
- 3 Often occurs
- 4 Very frequently occurs

A copy of this questionnnaire is found in Appendix G.

The 64 Likert type items of the OCDQ are further subdivided into eight subtests or dimensions which define the organizational climate. Of these dimensions, four refer to the characteristics of administrators - Aloofness, Product Emphasis, Thrust, and Consideration. The other four dimensions describe the teachers' behavior - Disengagement, Hindrance, Intimacy, and Esprit.

The Administrator's Behavior - refers to four aspects that pertain to the leader's style of interacting.

- 1. Aloofness refers to the extent to which the administrators maintain a social distance from the teacher.
- 2. <u>Production Emphasis</u> refers to the behavior of the administrators which is characterized by close supervision of the staff.
- 3. Thrust refers to the administrators' behavior which motivate teachers through the example he personally needs.
- 4. <u>Consideration</u> is characterized by warm friendly relations with his subordinates.

The Teachers' Behavior. This pertains to the pattern of interaction among teachers that evolve over a period of time.

- 1. <u>Disengagement</u> refers to the teachers' tendency to be "not with it."
- 2. <u>Hindrance</u> refers to the teachers' perception that the administrator burdens them with routine duties, committee demands, and other requirements which the teachers consider as unnecessary busy-work.
- 3. <u>Esprit</u> refers to the morale of the teachers. The teachers feel that their social needs are being satisfied, and that they are, at the same time enjoying a sense of accomplishment in their job.
- 4. <u>Intimacy</u> refers to the teachers' enjoyment of friendly relations with each other.

Through the use of factor analysis, Halpin and Croft isolated six different types of organizational climate. Arrayed in a continuum, they can be defined at one end by an "open climate" and at the other end by a "closed climate." The six types are labelled: open, autonomous, controlled, familiar, paternal, and closed.

Halpin and Croft (1963) described each of these six organizational climates by basing their descriptions upon the content of each of the eight dimensions which constitute the six prototypic profiles.

As suggested by Halpin and Croft (1963), and repeated earlier in studies conducted by Valdez (1978), Camacho (1985), and Ayson (1995), this research will also dichotomize the schools into only two climates, open and closed.

The Open Climate. This depicts a situation wherein the teachers work well together without bickering and griping. They are not burdened with busy work, regulations, and policies. The administrator's policies facilitate the teachers' accomplishment of their tasks. Teachers obtain considerable job satisfaction. In terms of administrator's behavior, this is characterized by high thrust. He sets an example by working hard himself and depending upon the situation, he can either criticize the action of teachers or can, on the other hand, go out of his way to help a teacher. He is genuine; he does not work all by himself because he has the ability to let appropriate leadership emerge from teachers.

The Closed Climate. This is marked by a situation in which the group member obtain little satisfaction in respect to either task-achievement or school needs. The administrator is ineffective in directing the activities of the teachers, and at the same time, he is not inclined to look out for their personal welfare. Teachers tend to be highly disengaged in their work, they do not work well together, and their work and morale are low. This climate is perceived to be unhealthy, however, it is not evil. Hence, administrators of schools tending to be closed can correct and remove the obstacles that hinder the growth of a healthy climate by exerting more effort to remedy their situation.

Please see Appendix I for the description of the other four climates.

Validity and Reliability of the Instruments

A. Knowledge on Unionism Survey Sheet (KUSS)

Prepared and developed by the Department of Labor and Employment (DOLE), the KUSS has been used and tested to be a valid instrument in assessing the level of knowledge on unionism of union members. Pre and post-facto surveys point to the reliability of the instruments for unionized groups both in the academe and the industrial sectors.

The instrument has been utilized by the DOLE in its labor education seminars in Region XII and nationwide. Subjected to

content validity, it has been revised continually by the Labor Department fitting into it amended provisions of the Labor Code, and current legislative issuances and executive orders. Since the instrument has been tried and tested for reliability and validity by the DOLE, the researcher assumed that the instrument also yielded valid and reliable results.

B. Job Attitude Factor Survey (JAFS)

Initially, the instrument was constructed by David and Santos, Lagman, and Dizon based on Frederick Herzberg's Motivation-Hygiene Factors Theory but, altered to suit to the needs of teachers in the Philippines. The same questionnaire was revised by Gonzales in his study of the Ateneo de Manila Grade School and High School settings.

The Gonzales questionnaire was further revised by Reyes which contains twelve factors corresponding to Herzberg's Motivation-Hygiene Theory. Upon the recommendations of Sanosa and Meris of the Ateneo de Manila University and Vicencio and Lin of Xavier High School, some wordings in questionnaire were changed.

Same questionnaire was used by Ayson in a research on the applicability of Herzberg's theory in selected tertiary schools in Central Mindanao. Ayson made some semantic alterations in her study to suit to her objectives.

This research, therefore, relied heavily on the usefulness of the instruments used by David, Santos, Lagman, Dizon, Gonzales, Neri, Reyes, and Ayson. Since the instrument had been tried and tested positively for validity and reliability in the cited studies, the researcher assumed that the instrument also vielded valid and reliable results.

C. The Organizational Climate Descriptive Questionnaire (OCDQ), Form IV

Developed by Halpin and Croft, the OCDQ concept of organizational climate produces some useful ways of viewing and describing aspects of the interaction-influence systems of schools (Owens, 1991). It was administered to the entire staff of the school and has been extensively used by school administrators, as well as educational researchers (Hoy & Miskel, 1982). Owens (1991) further affirmed it to be the most popular and widely used technique for assessing school climate partly because of the simplicity by which the OCDQ technique can be used in a practical school situation.

In the Philippines and abroad, the OCDQ has been used and tested and found to be a useful and practical means of assessing organizational climate.

Stansbury (1969) cross validated the instrument in the Iowa Elementary School and found that the instrument is a viable one and may be used in various United States research studies.

In a study of the relationship between organizational climate, job satisfaction and educational district size in Saudi Arabia, Ghonaim (1987) concluded that the OCDQ is a valid and reliable measure of the organizational climate of Saudi elementary and secondary schools.

Local researchers have also made used of the OCDQ. All studies indicate that the questionnaire yielded valid and reliable results.

Causing (1973) administered the instrument to schools in Iloilo City. She made the conclusion that the OCDQ is sufficiently valid and reliable to measure organizational climate in the Philippines. Valdez (1978), pretested the instrument in the Province of Cotabato. Aside from establishing its reliability and validity, the items in the questionnaire were also found to be culture-free. Carlos (1989) found that the instrument is useful for testing the concepts for which it was constructed. In her study of the Canossian Schools in the Philippines, Leopoldo (1991), concluded that the OCDQ is a useful instrument for charting school climate in terms of teacheradministrator relationship. Gomez (1982) pretested the same instrument with the teachers of the Batanes National High School in Basco, Batanes and found that it is clear, concise and culture fair.

Permission to administer the questionnaires was sought from the presidents of the four institutions covered in this study. A cover letter was attached to the set intended for the teachers assuring them of the confidentiality of the study and that in no way would it affect their standing, security and tenure in the institutions where they are presently employed. Contact persons were tapped in each of the schools mentioned.

The total expected number of respondents were: 31 for the administrators and 150 for the teachers. Of these numbers, only 21 of the administrators responded and 81 teachers. These represent a retrieval rate of 68 per cent for the administrators, and 54 per cent for the teachers. Overall, the retrieval rate was 56 per cent. This was despite of the fact that the researcher had tapped contact persons and made periodic personal visits in all the institutions surveyed.

Statistical Treatment of Data

Responses to the questionnaires were coded using the Statistical Package for the Social Sciences (SPSS) program to facilitate tabulation and interpretation.

Personal variables of all respondents such as faculty rank, educational attainment, teaching experience, and administrative experience were intercorrelated with knowledge on unionism, job satisfaction, and organizational climate.

Using the Pearson r, these intercorrelations of variables are intended to show the strength of relationships among each other.

Knowledge on Unionism Survey Sheet

Respondents were rated as to whether their knowledge on unionism is right or wrong. The ratings corresponded to the scores they obtained for each item as follows:

- 1 for every correct answer
- 0 for every wrong answer

Frequencies for each of the items were taken and translated into percentages for both the unionized and non-unionized institutions. The respondents' total knowledge on unionism was then taken to interpret the significant differences obtained by both unionized and non-unionized teacher respondents. The means, standard deviations, and the t-test was used to interpret their differences.

These were later grouped into five representing the modules as follows: rights and obligations of workers and management

(item numbers one to three), labor dispute settlement (item numbers four to ten), labor-management cooperation (item numbers eleven and twelve), collective bargaining agreement (item numbers thirteen to seventeen), and union finance and administration (item numbers eighteen to twenty).

Job Attitude Factor Survey Scores

Scores obtained under this category were converted to means, standard deviations and t-values to determine the averages of each response.

The following cut-off mark determined the level of satisfaction or dissatisfaction of the respondents:

- 4 Highly Satisfying
 - 3 Slightly Satisfying
- 2 Dissatisfying
- 1 Highly Dissatisfying

The t-test was used to determine the significance of the difference in the classification of factors between the teacher of unionized and non-unionized schools.

The following scale was used:

- 4 Occurs Very Frequently
 - 3 Often Occurs
 - 2 Sometimes Occurs
- 1 Rarely Occurs

The school's climate as to open or closed was determined by utilizing the means of the responses using the above scale.

Combinations of the eight dimensions indicated openness and closedness of an organizational climate.

Means and standard deviations of scores on the various subtests determined the profile of unionized and non-unionized institutions.

In order to determine whether there is a significant difference in the organizational climate of both unionized and non-unionized institutions, the t-test was used.

The presence of relationships among the variables was determined by obtaining the Pearson coefficient of correlations.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents and discusses the results of the analyses of the data for the various research questions. The analyses and interpretations of data are presented under the following headings:

- 1. Knowledge of Teachers on Unionism
- 2. Job Satisfaction of Teachers
- 3. Organizational Climate as Perceived by Administrators and Teachers
- 4. Organizational Climate as Perceived by the Teachers in Both Unionized and Non-Unionized Academic Institutions
- 5. Intercorrelation Among Knowledge on Unionism, Job Satisfaction, and Organizational Climate
- 6. Intercorrelation Among KU, JS, OC, and Some Selected Variables

Knowledge of Teachers on Unionism

Problem 1 in this study seeks to find out the level of knowledge faculty members have on unionism. Tied to problem 1 is problem 2 which seeks to find out if there is a significant difference in the level of knowledge the teachers in both unionized and non-unionized institutions have on unionism. These areas of knowledge are labelled as: (a) rights and obligations of

workers and management, (b) labor dispute settlement, (c) labormanagement cooperation, (d) collective bargaining agreement, and (e) union finance and administration.

Data for the first two problems are presented in Tables 1, 2, 3, 4, and 5. Total mean score on knowledge on unionism of the respondents are presented separately in Table 6 from their modular knowledge on unionism in order to see the differences.

Table 1 presents the frequencies of correct responses and the equivalent percentages obtained by the respondents in the modules on rights and obligations of workers and management.

Table 1

Responses of Teachers on the Rights and Obligations of Workers

and Management

Unionized (n=37) f %	Non-Unionized (n=43)
1. Right & privileges under labor laws 16 43.	24 14 32.59
2. Election of union officers 4 10.	
3. Unauthorized cause of termination 6 16.	22 6 14.00
0verall	27 24 55.89

Both groups scored high on item 1. They scored low on items 2 and 3. Out of 37 unionized respondents only 16 got it right for item 1, while only 14 out of 43 non-unionized respondents got the correct answer for item 1. On item 2, only 4 from both

groups answered the item correctly. Only 6 got the correct answer for item 3. The difference in the number of correct answers for both groups is only 2, a very small margin.

Item 1 points out the rights of employees in the private sector. This includes academic institutions. Item 2 spells out the intervals for election of union officers. Item 3 excludes willful breach of trust as an authorized cause of termination.

The findings suggest that the teachers are aware that they have rights as workers. On the other hand, they are not keenly aware on the number of years union officers can be elected, as well as the authorized causes of termination.

The above findings imply that both unionized and non-unionized teachers need to be updated on the aspect of election of officers and on what are authorized terminations. The unionized teachers need it as much as the non-unionized. More labor education seminars are needed by the teachers on their rights and obligations as workers and that of management.

Presented in Table 2 are responses of the teachers to items 4 to 10 which compose the module on labor dispute settlement.

Among the modules, this one has the most number of items.

Table 2
Responses of Teachers on Labor Dispute Settlement

	pute Sett	lement	Trans. 5	
Unionized (n=37)		Non-Unionized (n=43)		
11	29.73	5	11.63	
6	16.22	2	4.65	
9	24.32	7	16.28	
6	16.22	6	13.95	
11	29.73	10	23.26	
16	43.24	8	18.60	
9	24.32	6	13.95	
68	183.78	44	102.32	-
	Unio (n f 11 6 9 6 11 16 9	Unionized (n=37) f % 11 29.73 6 16.22 9 24.32 6 16.22 11 29.73 16 43.24 9 24.32	Unionized (n=37) f % f 11 29.73 5 6 16.22 2 9 24.32 7 6 16.22 6 11 29.73 10 16 43.24 8 9 24.32 6	(n=37) f (n=43) f % 11 29.73 5 11.63 6 16.22 2 4.65 9 24.32 7 16.28 6 16.22 6 13.95 11 29.73 10 23.26 16 43.24 8 18.60 9 24.32 6 13.95

The unionized teachers obtained the highest score in item 9 while the non-unionized obtained the highest score in item 8.

Both groups obtained lowest scores in item 5. The unionized also obtained a low score in item 7.

Out of 37 respondents, only 16 of the unionized teachers got the correct answer in item 9. Of the 43 respondents, only 10 got the right response to item 8. Only 2 of the 43 non-unionized respondents answered correctly item 5, the lowest among the items. With a difference of 24, this module has the biggest margin in terms of the number of correct answers for both groups. Less than half of both groups got the correct responses to all

the items in the module on labor dispute settlement.

excludes mediation arbitration as a voluntary mode of settling dispute. Item 6 excludes voluntary arbitration as an involuntary mode of settling dispute. Item 7 demands that for a strike to take effect it must be approved by a majority of the union members. Item 8 says that a majority of the board of trustees of the school must approved a lockout. Item 9 requires 30 days for a union to file a notice of strike with the Department of Labor and Employment Regional Office. Item 10 spells out the required number of days for an unfair labor practice to be filed with the DOLE Regional Office.

Based on the highest number of correct response, the findings indicate that the unionized are more knowledgeable than the non-unionized on the number of days a strike or lockout is to be filed with the DOLE Regional Office. This implies that the unionized teachers are perhaps, prepared to go on strike anytime as this item stood out among the items on labor dispute settlement. On the other hand, they need to be more educated on the voluntary modes of settling disputes as well as on when a strike should take effect which requires a majority vote of all union members.

This finding is congruent to some extent to the study of Brelsford (1975). Teachers in Indiana school corporations were inclined to reject the strike as a weapon in the negotiations process unless no other means were available to the teachers.

Even without labor education, the non-unionized are aware that a majority of the Board of Trustees of the school needs to approve a lockout or strike. Item 8 which got the highest correct response among the non-unionized attested to this. This finding suggests that the non-unionized group is still leader centered by leaving everything in the hands of school administrators the settlement of disputes arising from their employment.

Presented in Table 3 are the responses of the teachers on labor-management cooperation. These are covered by items 11 and 12.

Table 3

Responses of Teachers on Labor-Management Cooperation

Item and management Talk a		nized 37)	Non-Uni (n	ionized =43)
11. Labor-Management Cooperation 12. LMC schemes	4	10.81	5	11.63
Overall	17	45.95	11	25.58

Both groups got a higher score in item 12. They also got a lower score in item 11. But the non-unionized obtained one more score over the unionized in item 11. Out of 37 unionized respondents, 13 got the correct response for item 12, and 6 cut of 43 from the non-unionized. In item 11, 4 from the unionized got the correct response and 5 from the non-unionized. This

module has the lowest difference in terms of correct responses by both unionized and non-unionized teachers. They only have a difference of 6 correct responses.

Item 11 asked what LMC stood for, which is actually labor-management cooperation. As a corollary to 11, item 12 asked the respondents the schemes under LMC.

The findings suggest that the unionized are more aware of labor-management cooperation than the non-unionized. Both groups have less knowledge on the schemes under which management and labor could engage in mutual cooperation.

Unionized teachers must have heard of LMC in their labor education, but could not totally recall the schemes under which both management and labor can engage in cooperative endeavors.

LMC endeavors to narrow the gap between the opposing interests of both labor and management. This should be explored by both management and teachers so that a more harmonious school setting could evolve in their respective campuses.

Presented in Table 4 are the responses of the teachers to the items in the module on collective bargaining agreement (CBA). Items included in this modules are from 13 to 17.

Table 4
Responses of Teachers on Collective Bargaining Agreement

Item	Unionized (n=37) f	Non-Unionized (n=43) f %
13. Parties to a CBA	16 43.24	13 30.23
14. Certification election	9 24.32	4 9.30
15. Items for negotiation	8 21.62	7 16.28
16. CBA ratification	13 35.14	3 6.98
17. CBA registration fee	4 10.81	1 2.33
Overall	50 135.13	28 65.12

Parties to a CBA are the employers and the employees which is what item 13 is all about. Item 14 is the requirement for the petition of a certification election which is 20% of the workers' signature. Economic and political benefits are the items to be negotiated by both union and management. This is item 15. A simple majority is required to ratify a CBA. This is item 16. The registration fee of \$1,000.00 for a CBA is to be paid by the employer. This is item 17.

The unionized teachers got high scores in items 16 and 13 at 16 and 13 correct responses, respectively. They got low scores in items 14, 15, and 17.

The non-unionized teachers got a high score in item 13 which is 13 correct responses. They got low scores from items 14 to 17, with 17 as the lowest at only 1 correct response.

The difference in the number of correct responses for both groups is 22.

The findings point out that the unionized teachers have already undergone a certification election, the reason why it got the highest score for all the items on CBA. Succeeding items 14 to 16, though lower in terms of correct responses as compared to 14, likewise indicate the higher level of knowledge unionized teachers have on CBA as compared to the non-unionized. That is up to that point is concerned. For the unionized teachers do not know what happened after a CBA has been agreed upon. Item 17 which is the filing process for a CBA to take effect was totally neglected by them. The same could be said for the non-unionized as their responses have similar patterns. Although the non-unionized teachers did not go through the process of CBA negotiations, they are still aware of what a CBA is.

The findings imply that unionized teachers should be made more aware of CBA negotiations. This should be a part of the DOLE's task to continually educate unionized teachers. Union officers also must take the lead in educating their members. If only to prepare them for unionizing effort, the non-unionized teachers may seek the DOLE for legal assistance on this aspect.

This echoed the study conducted by White (1990). Board chairpersons of the institutions he surveyed were more positive on the effects of collective bargaining than the chief executive officers and the faculty senate or union presidents. However, they feel negatively on shared governance and faculty satisfaction.

Presented in Table 5 are the responses of the teachers on

the module on union finance and administration. This is covered by items 18 to 20.

Table 5

Responses of Teachers on Union Finance and Administration

managed, and be a		O union m	
Item	Unioni (n=3		Non-Unionized (n=43)
taint the integrity of its o	f	8	f %
18. Security bond	10	27.03	4 9.30
19. Union funds	14	37.84	4 9.30
20. What unions can own	14	37.84	7 16.28
Overall	38	102.71	15 34.88

The security bond of a treasurer is to be paid by the union. This is item 18. Accounting of union funds must be done within 30 days after the close of the fiscal year. This is item 19. Unions can own, use and dispose of both real estates and personal property. This is item 20.

The unionized group obtained similar scores in items 19 and 20, which is 14. They only got 10 for item 18. For the non-unionized, they obtained identical scores of 4 for items 18 and 19, and somewhat higher at 7 in item 20. The difference in the score obtained by both groups in this module is 23 correct responses.

Although 14 of the unionized teachers knew something about union finance and administration, the number is less than half of

its total respondents. Only less than one-sixth of the nonunionized group knew union finance and administration.

The findings mean that the unionized teachers are less knowledgeable on how the financial affairs of the union are managed. This should be a concern to union members as the credibility of the union would be at stake once money problems taint the integrity of its officers. On the other hand, this should not worry the non-unionized teachers because they have no hard-earned money to part with in the first place.

Education towards equipping union officers and members with how to manage its financial resources must be in the agenda of the unions surveyed. Otherwise, the possibility of lawsuits, counter-lawsuits, and intra-union conflict could erode the unity that has bound union officers and members all through the years they have worked in the institutions surveyed. A sound auditing and accounting procedure and a vigilant membership could prevent a corrupt leadership to emerge in a very fluid setting such as an academic institution.

Tables 1 to 5 presented that the unionized teachers have more correct answers in all five modules as compared to the nonunionized teachers. Unionized teachers have a higher percentage of correct responses to labor dispute settlement, followed by collective bargaining agreement, then rights and obligations of workers and management, union finance and administration, and finally, on labor-management cooperation.

On the other hand, the non-unionized ones have labor dispute

settlement as the item which they have more correct answers. This was followed followed by collective bargaining agreement, then rights and obligations of workers and management, union finance and administration, and finally, on labor management cooperation.

These findings reveal that in all areas of knowledge on unionism, the unionized teachers are more knowledgeable than the non-unionized ones. This is understandable considering the fact that those with unions have continuing labor education seminars and trainings which update them on what is new in the labor front.

Table 6 presents the comparative data for the two groups on the whole test on knowledge on unionism.

Teachers' Total Score on Knowledge on Unionism

Table 6

Unionized 37 5.39 4.53 Non-Unionized 43 2.90 3.89	GROUP	N	Mean	SD	restarch pro pess this
Non-Unionized 43 2.90 3.89		37		4.53	2.57
	Non-Unionized	43			

The highest possible on the test is 20. Of this, the unionized teachers obtained a mean score of 5.39 while the nonunionized obtained only 2.90. To test whether the observed difference between the two means is significant or not, a t-test was performed. The test yielded a value of 2.57 (p=.012) for a two-tailed test. This means that the two groups differed

significantly in their level of knowledge on unionism, thus supporting hypothesis number 1.

The SD, however, of the unionized group is higher compared to the non-unionized. This means that although the unionized teachers have a higher level of knowledge on unionism, the degree of their knowledge is so dispersed compared to the non-unionized. This implies that some unionized teachers have a higher level of knowledge on unionism, others have a moderate level, and the rest have a low level of knowledge.

Job Satisfaction of Teachers

Problem 3 seeks to find out the sources of job satisfaction of unionized and non-unionized teachers in academic institutions. It also seeks to discover the differences in the job satisfaction of the two groups of teachers. For these research problems, this study made use of Herzberg's two factor theory.

Herzberg's two-factor theory states that the sources of job satisfaction and dissatisfaction are factors in the motivational and hygiene levels, respectively. Motivational factors such as recognition, responsibility, achievement, growth and advancement, and the work itself are the sources of job satisfaction. On the Other hand, the potential sources of job dissatisfaction are the hygiene factors which group interpersonal relationships, compensation, status, job security, working conditions, supervision,

and school policy and administration.

For analysis and interpretation of both the motivational and hygiene factors, the cut-off points used are as follows:

- 4 = Highly Satisfying
 - 3 = Satisfying
 - 2 = Dissatisfying
 - 1 = Highly Dissatisfying

The Motivational Factor as a Source of Satisfaction

This section deals with the components of the motivational factor as sources of job satisfaction of unionized and non-unionized teachers. As stated earlier, the components of the motivational factor are recognition, responsibility, achievement, possibility for growth and advancement, and the work itself.

Table 7 identifies which of the factors belonging to the motivational level are considered sources of job satisfaction for both the unionized and non-unionized institutions.

Components of the Motivational Factor as Sources of Job
Satisfaction

Sacra						
Component	UNIONIZED (n=37) Means	SD	NON-UNION (n=43) Means		1t.77	p
Recognition	20.17	4.61	20.51	3.60	.36	.35**
Responsibility	14.43	3.17	15.40	2.45	-1.48	.143
Achievement	18.53	3.74	18.77	2.84	32	.753
Growth and Advancement	14.94	3.15	15.42	3.24	65	.51
Work Itself	17.66	3.51	18.30	2.51	91	.364
Overall	17.15	3.64	17.68	2.93	94, wh	ile the

Recognition has 7 items, thus the total score may range from 7 to 28. As shown in Table 7, the unionized respondents obtained a mean score of 20.17, while the non-unionized have 20.51. There is a significant difference in the recognition components of the two groups. This is evidenced by their t-value of .36 and a p value of .035 which is significant at the .01 level.

Transforming the score to the scale, both groups considered this source as slightly satisfying.

Responsibility has 5 items, thus the total score may range from 5 to 20. As shown in Table 7, the unionized respondents obtained a mean score of 14.43, while the non-unionized have 15.40. There is no significant difference in the responsibility components of the two groups. This is shown by their t-value of

-1.48. Transforming the score to the scale, both groups considered this source as slightly satisfying.

Achievement has 6 items, thus the total score may range from 6 to 24. As shown in Table 7, the unionized respondents obtained a mean score of 18.53, while the non-unionized have 18.77. There is no significant difference in the achievement components of the two groups. This is shown by their t-value of -.32.

Transforming the score to the scale, both groups considered this source as slightly satisfying.

Possibility for growth and advancement has 5 items, thus the total score may range from 5 to 20. As shown in Table 7, the unionized respondents obtained a mean score of 14.94, while the non-unionized have 15.42. There is no significant difference in the achievement components of the two groups. This is shown by their t-value of -.65. Transforming the score to the scale, both groups considered this source as slightly satisfying.

The work itself has 6 items, thus the total score may range from 6 to 24. As shown in Table 7, the unionized respondents obtained a mean score of 17.66, while the non-unionized have 18.30. There is no significant difference in the perception of the two groups on this component. This is shown by their t-value of -.91. Transforming the score to the scale, both groups considered this source as slightly satisfying.

In summary, all the components under the motivational factors are considered by both groups as satisfying.

As can be gleaned from the table, both groups rank

recognition as the number one slightly satisfier. This is being followed by achivement, then the work itself, possibility for growth and advancement, and finally, responsibility.

For the unionized and non-unionized, they consider the following as the slight sources of satisfiers: being considered for assignment other than teaching, sought out for non-teaching function tasks by superiors without extra compensation, involved in the determination of one's performance rating, enjoying a good standing in the community, appreciated by peers and students, and awards for teaching excellence.

All the above implies that administrators should not abuse their teaching staff with their teaching duties, but rather involve them in other activities that would be recognized both in the school and in the community. The finding also indicates that recognition factors are either slightly present to totally absent in the institutions surveyed. They do not satisfy to the fullest the teachers' quest for recognition based on the items already

This study has similar findings with Zurita (1994). Her study disclosed that teachers feel the lack of recognition or the giving of awards are not well practiced in Notre Dame Educational Association (NDEA) schools. The administrators seem not to give due attention in its program. If administrators give recognition and awards these seem not strongly felt by the teachers or the visible manifestations are not seen or felt by the teachers.

Items that comprise achivement are: being able to complete

an assigned task; contribute to the solution of school problems; acknowledged for the accomplishment of one's work; able to attain personal goals in the job such as service, sharing of knowledge, molding of youth; and, able to maintain high standard of teaching as the best sources of satisfiers.

Items that comprise growth and advancement: attending inservice sessions, seminars, workshops, and conventions; being
given the opportunity for pursuing advanced professional training
such as an MA or a PhD; having opportunities for promotion in
faculty ranks; opportunities to work in a supervisory or
administrative capacity; and, opportunities for interactions with
professionals.

The work itself is composed of: performing classroom routines such as lesson planning and accomplishing forms; performing a variety of job-related roles such as a substitute parent, counselor, friend, mentor, or disciplinarian; volunteering for non-teaching tasks; their present teaching assignment; meeting and conferring with supervisors and administrators; and, conferring with parents.

Responsibility includes: being helped to spot and correct one's deficiencies and do a job the way it should be; announced classroom visits by superiors; being able to initiate and convince superiors on innovations; being allowed to make important decisions relevant to the job independently; and being encouraged to continually improve one's self.

Incidentally, responsibility is considered by both groups as

the least source of slightly satisfying components. However, it is still a source of satisfaction for the teachers.

This finding implies that teachers would be satisfied if they enjoyed a reasonable amount of freedom especially in making decisions pertaining to their tasks (Ayson, 1995). They seem to practice their own discretion in deciding how they do their work without much adherence to the constricting ways of doing and teaching-related activities.

This finding found support in the study of Frase and Sorensen (1984). They found out that teachers were generally satisfied by the presence of autonomy. Zurita (1994) also found that teachers of NDEA schools seem to enjoy academic freedom inspite of instructional policies because they consider them non-constricting.

On the whole, these findings are supported by the findings of the studies of Quanico (1981), Nussel, Wireman and Rusch (1988), Santos (1991), Gonzales (1991) and Ayson (1995). This study and the other five studies mentioned uphold Herzberg's contention that the primary sources of job satisfaction are the motivational factors (Ayson, p. 91).

The Hygiene Factor as a Source of Job Dissatisfaction

In Herzberg's theory, hygiene factors are maintenance factors which are conditions of the job environment. Their

absence or their presence to a certain degree becomes a source of dissatisfaction and thus called "dissatisfiers."

These factors are status, interpersonal relationships, working conditions, job security, supervision, school policy and administration, and compensation. Results on the hygiene factors are presented in Table 8.

Components of the Hygiene Factor as Sources of Job Satisfaction

Component	UNIONIZ (n=37 Means		NON-UNIONI (n=43) Means	ZED	t	р
IPR	20.89	4.22	22.39	3.27	-1.68	.098
Compensation	25.03	5.65	27.98	6.24	-2.17	.033
Status	20.97	4.36	21.98	3.22	-1.14	.261
Job Security	14.11	3.47	15.37	3.08	-1.67	.099
Working Conditions	14.75	2.94	16.02	2.33	-2.10	.039
Supervision	19.66	4.35	21.16	3.40	-1.67	.099
School Policy and Admin- istration	16.86	3.47	18.05		-1.61	.111
Overall	18.90	4.07	20.42	3.94		

Interpersonal relationships has 7 components, thus the total score may range from 7 to 28. As shown in Table 8, the unionized group obtained a mean score of 20.89, while the non-unionized have 22.39. There is no significant difference in the perception of the two groups. This is shown by their t-value of -1.68. Transforming the mean score to the scale, this is considered slightly satisfying for the unionized and highly satisfying for the non-unionized.

Compensation has 10 components, thus the total score may range from 10 to 40. As shown in Table 8, the unionized group obtained a mean score of 25.03, while the non-unionized have 27.98. There is a significant difference in the perception of the two groups on this component. This is shown by their t-value of -2.17 and a p value of .033. Transforming the mean score to the scale, this is considered slightly satisfying for both groups.

Status has 7 components, thus the total score may range from 7 to 28. As shown in Table 8, the unionized group obtained a mean score of 20.97, while the non-unionized have 21.98. There is no significant relationship on the perception of the two groups on this component. This is shown by their t-value of -1.14. Transforming the mean score to the scale, this is considered as slightly satisfying for both groups.

Job security has 5 components, thus the total score may range from 5 to 20. As shown in Table 8, the unionized group obtained a mean score of 14.11, while the non-unionized have 15.37. There is no significant difference in the perception of the two groups on this component. This is shown by their t-value

of -1.67. Transforming the mean score to the scale, this is considered slightly satisfying for both groups.

Working conditions has 5 components, thus the total score may range from 5 to 20. As shown in Table 8, the unionized group obtained a mean score of 14.75, while the non-unionized have 16.02. There is a significant difference in the perception of the two groups on this component as evidence by the t-value of -2.10 and a p value of .039. Transforming the mean score to the scale, this is considered slightly satisfying for the unionized and highly satisfying for the non-unionized.

Supervision has 7 components, thus the total score may range from 7 to 28. As shown in Table 8, the unionized group obtained a mean score of 19.66, while the non-unionized have 21.16. There is no significant difference in the perception of the two groups on this component as evidence by the t-value of -1.67. Transforming the mean score to the scale, this is considered slightly satisfying for both groups.

School policy and administration has 6 components, thus the total score may range from 6 to 24. As shown in Table 8, the unionized group obtained a mean score of 16.86, while the nonunionized have 18.05. There is no significant difference in the perception of the two groups on this component as evidence by the t-value of -1.61. Transforming the mean score to the scale, this is considered slightly satisfying for both groups.

In summary, all components under the hygiene factor are considered by the non-unionized as slightly satisfying. Except

for interpersonal relationships and working conditions which the non-unionized considered as highly satisfying, the rest of the hygiene factors are viewed by the non-unionized as slightly satisfying. These are compensation, status, job security, supervision, and school policy and administration.

Skimming through the table, one would find out that the means of both the unionized and the non-unionized do not yield a single factor as dissatisfying. In other words, not one factor is considered by the respondents as a source of dissatisfaction in their jobs.

In the realm of educational administration, this implies that school administrators need to maintain these factors at a certain level in order for their teachers to become always motivated to work and put out a more productive effort.

The findings of this study run contrary to the views in the studies conducted by Santos (1981), Barzaga (1981), Quanico (1981), Gonzales (1983), and Neri (1987). These studies revealed that hygiene factors such as status, interpersonal relationship, work condition, job security, supervision, school policies and administration and compensation are sources of dissatisfaction.

In their order of satisfaction level, the unionized group ranked compensation as number 1. This is followed by status, then interpersonal relationships, supervision, school policy and administration, working conditions, and finally job security.

For the non-unionized, they ranked compensation as number 1 in their order of satisfaction level. This is followed by

interpersonal relationships, then status, supervision, school policy and administration, working conditions, and lastly, job security.

Surprisingly, both groups ranked compensation as the number 1 source of satisfier and job security as the last.

Since job security ranked lowest among the components it could be considered, according to Herzberg, as a maintenance factor. Teachers need these to provide them with a certain level of satisfaction to keep them motivated. These results reveal that teachers in academic institutions in Central Mindanao seem to have strong desire for satisfying their tenure or permanence on the job, a good retirement program, a commendable medicare coverage and privileges, well-secured social security benefits, and a twelve month contract.

It is probable that the teachers in the institutions surveyed do not all have a twelve month contract. This means they are not paid if they do not teach during summer.

In terms of educational management, this calls for administrators to offer a well-secured teaching job to their teachers. Otherwise, losing them to state schools and the industries which offer better opportunities and a well-secured job would become a probability.

Like the motivational factors, the unionized and nonunionized groups seem to agree a lot in the hygiene factors when these factors are ranked based on their obtained means. Table 9 shows the rankings of the different components under the two

Table 9

Comparative Ranking on the Various Components of the Sources of Job Satisfaction

Components	Unionized (n=37)	Non-Unionized (n=43)
Motivational		spondents.
Recognition	1	Working relationships
Achievement	2	2
Work Itself	3	3
Growth and Advancement	4	4
Responsibility	5	5
Hygiene		
Compensation	1	1
Status	2	3
IPR	3	2
Supervision	4	lerical, celaphone, and
School Policy and Administration	5	5
Working Conditions	rei ter6s or	cenure or 6 permanency of
Job Security	7- 200	ibility 7f early

One may ask what items compose each of the factors that led to these findings.

The items on status are: respect accorded by the community;

respect from parents, students, peers, and other professionals; standing as a member of professional associations; professional eligibility for the job; status of teaching profession in the community; participation in the school policy formulation as in the school forum or school council; and, opportunities for expertise as a resource person or class consultant.

This finding suggests that teaching is still a noble profession as considered by the teacher respondents.

Interpersonal relationship items are: working relationships with superiors, students, peers, and subordinates; support extended by the administrators; cooperation from peers; working atmosphere within the organization; and, provision for the expression of grievances.

Working conditions include: physical plant and site conditions and school grounds; classroom physical conditions such as ventilation, light and space, etc.; amount of school work both teaching and non-teaching; facilities such as audio-visual, guidance office, clinic, canteen, and faculty work room; and, the availability of support services such as clerical, telephone, and maintenance.

Items on job security are: terms or tenure or permanency of the position; retirement plan and the possibility of early retirement; medicare coverage and privileges; social security system benefits; and being paid for twelve months in a year even Without a teaching load during summer.

Supervision is composed of the items on: unannounced

classroom visits by superiors; being given the minimum necessary supervision; being delegated some work by the department chair; plans and schedules of work and activities; manner or procedure of supervision; number of personnel involved in supervision; and the frequency of the supervision.

Items that comprise school policy and administration are: distribution of teaching assignments; distribution of nonteaching, co-curricular assignment; working hours including reporting and working during summer; teachers preparation time/workload; standard operating procedures such as submission of test questionnaires, record books, grades, reports, etc.; and administrators definitions of teachers' privileges and responsibilities.

Compensation items are composed of: salary, including basic pay, cost of living allowance and other pays; moderator's fee as homeroom teacher/activity moderator/professional fee for MA, doctoral degree; allowance given for attendance in seminar; summer vacation with pay; sickness benefits and maternity leave; faculty development funding including tuition subsidy or discunt for professional studies; educational benefit for children; uniform subsidy; group insurance benefits; and, official leave of absence with pay/study or work grants.

Presented in Table 10 are the means and t-value for the total job satisfaction of teachers. The non-unionized group this time have a higher mean at 228.56 as compared to 213.76 of the unionized. There is an observed difference between the two

groups in favor of the non-unionized. However, the computed tvalue of -1.74 indicates the absence of statistically significant difference.

Thus, hypothesis 2 which predicted a significant difference in the level of job satisfaction of teachers in unionized and non-unionized academic institutions is, rejected.

Total Job Satisfaction of Teachers

GROUP	N	Means	SD	t	p
Unionized	34	213.76	40.50		
Non-Unionized	43	228.56	32.06	-1.7	4 .087

Organizational Climate as Perceived by Administrators and Teachers

Organizational climate of a school is a product of the interaction between the administrators, teachers and other members of the school organization. This climate is a combination of the enduring characteristics which describe a particular school and distinguishes it from other schools. An assessment of the organizational climate when gathered from objective data, may be fed back to the members as means of maintaining organizational health (Ayson, p.84).

The Organizational Climate Descriptive Questionnaire (OCDQ), Form IV is used to determine the kind of climate pervading in a

certain institution. It has two dimensions: teachers and administrators. Under teachers are hindrance, disengagement, intimacy, and esprit. Production emphasis, aloofness, consideration, and thrust compose the administrators' behavior (See Chapter III, pages 47-52 for a discussion on these subtests). Ce The same finding is true on the side of the teacher

A school's organizational climate may fall under any of six types: open, autonomous, controlled, familiar, paternal, and closed.

As stated earlier in this study, institutions surveyed would be classified into two types, open and closed. Falling under open are institutions which exhibit open, autonomous, and controlled climate tendencies. Familiar, paternal, and closed climates will be classed under institutions with closed climates.

Problem 5 seeks to find out the organizational climate of academic institutions as perceived by teachers and administrators. Problems 6 seeks to find out if there is a difference in the teachers' and administrators' perception.

The succeeding discussions deal with the perceptions of teachers and administrators in both unionized and non-unionized academic institutions on their organizational climate.

Table 11 and Table 12 show that both administrators and teachers obtain higher means in all the dimensions on teachers' and administrators' behavior. All eight dimensions: disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust, and consideration indicate that the

institutions surveyed have an open climate. Although there are differences in the t-values of both teacher and administrator respondents, these do not indicate significant differences.

At the teachers' dimension, the administrators have higher means in disengagement, esprit, intimacy and lower means in hindrance. The same finding is true on the side of the teachers. They also have higher means in disengagement, esprit and intimacy while lower in hindrance.

On the administrators' dimension, both groups too gave the same higher means for aloofness and thrust. They only interchanged on the dimensions of production emphasis and consideration.

These findings imply that both teachers and administrators engage in a spirit of teamwork and will work for a harmonious school setting. The administrators seem to implement policies which the teachers also are willing to accomplish. Further, the administrators assist the teachers to grow professionally. Opportunities are given to them so they can continually advance in their professional career.

These findings are congruent with the results in the study of Camacho (1985) and Ayson (1995). Camacho found out that private high schools have high production emphasis and hindrance dimensions which is also the finding of Ayson.

Table 11

Organizational Climate as Perceived by Administrators and Teachers Based on the Dimensions on Teachers' Behavior

Dimensions	ADMINISTRA (n=21) Means	ATORS SD	TEACHER (n=80) Means	S SD	t	p
Disengagement	24.06	3.99	25.81	3.56	1.96	.059
Hindrance	13.80	2.30	14.52	2.30	1.29	.205
Esprit	21.45	2.17	21.67	4.28	.20	.840
Intimacy	17.48	2.73	19.14	3.23	1.98	.055
Overall	19.20	3.74	20.29	3.34	ant.	

Table 12

Organizational Climate as Perceived by Administrators and
Teachers Based on the Dimensions on Administrators' Behavior

Total Organizat	ADMINIST	RATORS	TEACHE		ASSESSE	NR ARE
Dimensions	(n=2 Means	SD	(n=80 Means	SD	t	p
Aloofness	24.60	4.44	26.00	3.52	1.52	.136
Production Emphasis	17.52	3.43	17.10	3.21	53	.599
Thrust	21.65	4.24	22.24	2.95	.74	.466
Consideration	16.38	2.91	17.62	2.99	1.70	.100
Overall	26.19	3.76	20.74	3.17		

Table 13 presents the means and t-values for the total organizational climate as perceived by administrators and teachers. The administrators have a higher means value at 164.10 as compared to a lower value of 158.01 for the teachers. Conversely, the SD of the teachers is higher than that of the administrators. The teachers have an SD of 21.30 as compared to 17.44 of the administrators. These values signify that the teachers have a higher disagreement than their administrator counterparts as to whether their organizational climate is open or closed. When computed, the t-value for both groups yielded 1.34 at the .01 level. This value is not significant.

Hypothesis number 3 which says that, "there is a significant difference in the perception of teachers and administrators on their organizational climate," is therefore, rejected.

Total Organizational Climate as Perceived by Administrators and

Table 13

Teachers					
GROUP	N	Mean	SD	t	p
Administrators	21	164.10	17.44	1.34	.187
Teachers	76	158.01	21.30		

Organizational Climate as Perceived by Teachers in Both Unionized and Non-Unionized Academic Institutions

problem 7 seeks to find out the organizational climate of academic institutions as perceived by unionized and non-unionized teachers. Problem 8 seeks to discover if there is a significant difference in their perception.

presented in Table 14 and Table 15 are the organizational climate of academic institutions as perceived by both the unionized and non-unionized teachers. Table 14 shows the dimension on teachers while Table 15 presents the administrators' dimensions.

The computed means of both unionized and non-unionized teachers indicate that they perceive their organizational climate as open. Going through the table, one can see that none of the means can claim otherwise.

Under the teachers' dimension, the unionized ranked intimacy first. This is followed by disengagement, hindrance, and esprit. This indicates that teachers are open among themselves even if what they talk border on the personal aspect. Socialization among themselves includes visiting each other's residence, knowing one's family background, and preparing administrative reports together instead of doing it all alone.

This speaks a lot in terms of educational administration.

As teachers are intimate among themselves, administrators can

capitalize on these and use such familiarization towards knowing

what each teacher prefers and how he or she can be handled objectively.

There is much to see also with esprit which is the lowest for the teachers. This implies that although teachers have a high morale, their morale is not that high enough to warrant a very open climate. There is still that certain degree of alienating one's self from other co-workers and administrators.

Much of the results among the unionized are the ones that came out among the non-unionized. They are also high in intimacy and low in esprit.

The findings suggest that unionism does not bear much on the organizational climate of an academic institution.

In the aspect on administrators' dimension, the unionized teachers seem to feel that their administrators are not close to them. They likewise feel that faculty meetings are mainly administative-report meetings. Though it does not often occur, they view most meetings as a business conference. Although this is the general feeling of the unionized teachers, they still are of the opinion that their organizational climate is open.

Thrust is the lowest ranked by the unionized. Though administrators go out of their way to help teachers, the teachers believe it does not occur often. Other observations are that: administrators do not often use constructive criticism, are not always prepared when speaking at school functions, does not always look out for the personal welfare of the teachers, and Sometimes the administrators are not easy to understand.

On the other hand, the non-unionized feel that their administrators are high in consideration. This includes such considerations for the personal problems of teachers, doing personal favors to teachers, sometimes staying after school hours to help teachers finish their work, helping staff settle minor differences, and getting better salaries for teachers.

Conversely, the non-unionized put thrust the last among the administrators' dimensions. They feel the same way as the unionized along this aspect when the latter also put it the last among the dimensions.

On the whole, however, even if the means are not that high, the teachers in both unionized and non-unionized institutions consider their organizational climates as open.

This is converse to the findings of Valdez that elementary schools in Cotabato Second Division exhibited closed climate tendency.

Behavior

Organizational Climate as Perceived by Unionized and Non-Unionized Teachers Based on the Dimensions on Teachers'

Dimensions	UNIONIZED (n=37) Means SD		NON-UN: (n=4	IONIZED 43) SD
Disengagement	2.29	0.78	2.51	0.73
Hindrance	2.25	0.80	2.35	0.86
Esprit	2.12	0.98	2.17	0.86
Intimacy	2.34	0.96	2.67	0.87
Overall	2.25	0.88	2.43	0.83

Table 15

Organizational Climate as Perceived by Unionized and NonUnionized Teachers Based on the Dimensions on Administrators'

Dimensions	UNIONI (n=3 Means		NON-UNI (n=4 Means	
Aloofness	2.63	0.97	2.81	0.81
Production Emphasis	2.30	0.89	2.68	0.88
Thrust	2.22	0.94	2.55	0.85
Consideration	2.62	0.86		
Overall	2.44	0.92	2.72	0.84

Table 16 presents the differences in the means and t-values of the total organizational climate as perceived by unionized and non-unionized teachers. $\begin{array}{c} 94 \\ \text{of the total organizational climate as perceived by unionized and} \end{array}$

The non-unionized teachers gave their organizational climate a higher mean value of 163.49 while the unionized ones gave it 150.88. A closer scrutiny at their SD reveals that the unionized ones disagree more on whether their organizational climate is open or closed based on the statistical value of 23.94 for the unionized as compared to a low 17.38 for the non-unionized. The computed t-value of -2.55 and the p value of .013 represent significant values.

Hypothesis number 4 which says, "there is a significant difference in the perception of teachers from both unionized and non-unionized institutions on their organizational climate," is, therefore, accepted.

Table 16

Total	Organizational	Climate	as	Perceived	by	Unionized	and	Non-

Unionized Teachers						
Group		KU	Mean	SD	0850t	p
			0559		0000	
Unionized	37		150.88	23.94	-2.55	.013
Non-Unionized	43		163.49	17.38	1	

Based on Table 17, the unionized teachers are of the opinion

Intercorrelation Among Knowledge on Unionism, Job Satisfaction, and Organizational Climate of Both Unionized and Non-Unionized Teachers

problem 9 seeks to establish whether there is a significant relationship among knowledge on unionism, job satisfaction, and organizational climate of both the unionized and non-unionized teachers in academic institutions in Central Mindanao.

Presented in Table 17 is the intercorrelation of knowledge on unionism, job satisfaction, and organizational climate for both the unionized and non-unionized teachers.

Intercorrelation of the Teachers' KU, JS, and OC

leber-diepate-					
Group	N		KU	JS	OC
Unionized	37	KU	1.0000	4317	3848
		JS	3417	1.0000	.8949**
		ос	3848	.8949**	1.0000
Non-Unionized	43	KU	1.0000	.0559	.1267
		JS	.0559	1.0000	.9449**
		oc	.1267	.9449**	1.0000
	ongzwert t				

** significant at the .001 level

Based on Table 17, the unionized teachers are of the opinion that even if they have a high knowledge on what unionism is,

their job satisfaction is slightly low. The correlation - .3417 attests to this fact. Conversely, this also implies that a high knowledge on unionism signifies a high dissatisfaction effect.

This finding could be explained by the fact that since unionized teachers are aware of what they are supposed to receive economically, and exercise politically, they feel that these are, in reality, non-existent in their organizations.

The non-unionized teachers, on the other hand feel the same way as the unionized. There is a lower correlation between knowledge on unionism and job satisfaction. It could be because they are not fully aware, as compared to the unionized, of both theirs and the management's union rights and obligations. Furthermore, they are not as knowledgeable as the unionized on labor dispute settlement, labor-management cooperation, collective bargaining agreement, and union finance and administration (Please refer to Table 1 to Table 6 for a complete data on this).

Hypothesis number 5 which states that, "there is a significant relationship of knowledge on unionism to job satisfaction among unionized and non-unionized teachers in academic institutions," is therefore, accepted.

This is congruent to the finding of Finley (1990). He found that there was a higher level of satisfaction for non-unionized faculty than the unionized.

Correlations between knowledge on unionism and Organizational climate for both unionized and non-unionized

teachers is also presented in Table 17. As shown, the results for both groups do not indicate a significant relationship between KU and OC.

Hypothesis number 6 which states that, "there is a significant relation of knowledge on unionism and organizational climate among unionized and non-unionized teachers in academic institutions," is therefore, rejected.

This finding is supported by the finding of Leighty (1984). He concluded that there was no association between perceived union satisfaction and school climate.

The intercorrelation among knowledge on unionism, job satisfaction, and organizational climate for all the respondents was also tested. This data is presented in Table 18.

A perfect correlation exists when the three variables were correlated to itself. Some slight correlations exist when the variables were intercorrelated.

For instance, when knowledge on unionism was correlated with job satisfaction, a slight correlation exists. Even if the Correlation is at -.4724, that enough is an admission by both teachers and administrators that to a certain extent knowledge on unionism have a corresponding correlation to job satisfaction. The value - .4724 is significant.

There is also a slight correlation when knowledge on Unionism was correlated with organizational climate. At -.3491, the correlation reveals that a certain degree of knowledge on Unionism would determine a certain degree of the perceptions of

teachers and administrators on their organizational climate.

When job satisfaction was correlated with organizational climate, a slight correlation likewise is revealed. The result .4095 means that teachers and administrators equate job satisfaction with organizational climate, meaning, a higher job satisfaction also means an open climate tendency.

When the correlations of teachers and administrators are taken separately, some correlations exist between knowledge on unionism to job satisfaction and organizational climate. This is especially true among the unionized on their knowledge on unionism and job satisfaction. Other variables do not yield significant correlations.

Intercorrelation Among KU, JS, and OC of Both Teachers and Administrators

(N	= all)	
KU	JS	oc
Transhis-sinding-is-sapposton	4724 *1	3491
	1.0000	.4095
JS4721 **		1.0000
OC 1878 07 043491		

^{**} Significant at the .01 level Correlations. The lowest is elecational ettained

Intercorrelation Among KU, JS, and OC, and Some Selected Variables

problem 10 seeks to establish significant correlations of KU, JS, and OC to some selected personal variables (PV). The pV's are faculty rank, teaching experience, administrative experience, and educational attainment.

Of the four personal variables, faculty rank has a higher correlation with knowledge on unionism. Educational attainment comes second, followed by teaching and last is the administrative experience.

This finding suggests that administrators do have a very low knowledge on unionism. Maybe because they are more concerned ith their administrative work than in the bargaining table. Also, they do not have to bargain for their benefits as they have more, including privileges, as compared to the teachers. The finding also reveals that knowledge on unionism correlates slightly with educational attainment, while it has a low correlation with teaching experience.

This finding is supported by the study of Henne (1991). Her study concluded that there was no significant correlation between unionism and teaching experience. When unionism was tested against level of education, still no significant relation existed

On the job satisfaction domain, all four variables have slight correlations. The lowest is educational attainment. The highest is administrative experience. Faculty rank and teaching

experience also have slight correlations.

These findings point out that as one attains a higher educational standing, he becomes less satisfied on the job. This means either of two things, leave the profession or seek transfer elsewhere where the pay and all other indicators of job satisfaction will satisfy him.

secondly, being promoted to an administrative post runs parallel to having a higher job satisfaction as most administrators in the survey admit. This implies that an organization must always have room for promotion or other incentives that will hold potential faculty members from getting dissatisfied on the job.

Thirdly, is that the longer a teacher stays in the profession, the tendency to be more satisfied is always present. This is because he has come to love his profession and has already adjusted to the intricacies of teaching.

When organizational climate was viewed against the four variables, all have low correlations with three having negative correlations and only one having a positive correlation. Only administrative experience has a positive impact on the organizational climate. Faculty rank, teaching experience, and educational attainment correlate negatively with organizational climate.

The findings suggest that administrators have a positive view towards their organizational climate as compared to the faculty. Secondly, as one finishes an MA or a PhD, there is that

tendency for one to perceive his organizational climate as no longer suited for his status.

Earlier in this study, it was claimed that three years on the job would give a teacher a fair assessment of his organizational climate. This finding was proven true when a slight correlation is found between teaching experience and organizational climate.

Among the selected variables, only KU is significantly correlated to job satisfaction as indicated in its value of -.4724. The rest of the variables when correlated did not yield any significant value.

On the basis of this finding, only KU as correlated to JS in hypothesis number 7, is accepted. The rest is rejected.

Table 19

and Oc and Some Selected Variables Intercorrelation Among KU, JS,

1		T				1		_		_	
	Attainment	0.2488	-0.1419	-0.0301		0.5/33	0,00	0.3868	000	0.0473	
Teaching Administrative	Axperience	0.0077	1477.0	0.1/36	7000	0.2220	0 301	700.0		7	0.3473
Teaching	0.184	-0.2235	-0 1/75	0.1110	0.2923	030	-	4	0.301	100.0	0,3868
Faculty	0.2596	-0.1785	-0.059	2000	,		0.2923		0.3236		0.5733
8	-0.349	0.4095	1		-0.059		-0.148		0.1736		-0.03
JS	-0.4724 -0.349 0.2596	1	0.4095		-0.1785 -0.059		0.184 -0.2235 -0.148 0.2923		.0077 0.2241		-0.1419 -0.03 0.5733
K	1	-0.4724	0.3491		0.2596		0.184		0.0077		0.2488
	KU	JS	20	Faculty	Rank	Teaching	Experience	Administrative	Experience	Educational	Attainment

& p<.05 € p<.01

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Restatement of the Problem and Methodology

The study dealt on unionism in tertiary educational institutions in Central Mindanao. Specifically, it dealt on the level of knowledge on unionism of both unionized and non-unionized faculty members in academic institutions. It sought to establish the relationship between unionism and job satisfaction and organizational climate. It further sought to establish the relationship between knowledge on unionism, job satisfaction, organizational climate, and to some selected variables as faculty rank, teaching experience, administrative experience, and educational attainment.

The sample consisted of three population frames: 21

administrators, 37 unionized teachers and 43 non-unionized

teachers, making a total of 101 subjects from four tertiary

institutions in Central Mindanao.

The researcher used the comparative descriptive method of research

The sources of data were : (a) the personal variables of teachers and administrators from the Personal Data Sheet, (b) scores from the Knowledge on Unionism Survey Sheet (KUSS) composed of five modules namely : rights and obligations of workers and management, labor dispute settlement, labor-management cooperation, collective bargaining agreement, and union finance and administration, (c) scores of the motivational

factors (recognition, responsibility, achievement, work itself, growth and advancement) and hygiene factors (interpersonal relationships, job security, school policy and administration, supervision, status, compensation, and working condition, and d) scores from the Organizational Climate Descriptive Questionnaire, Form IV classified into eight dimensions namely : production emphasis, thrust, consideration, disengagement, hindrance, esprit, intimacy, and aloofness.

The responses were coded and processed through the Statistical Package for the Social Sciences (SPSS) software.

To determine the differences in the level of knowledge on unionism, job satisfaction and organizational climate, the scores, the means, standard deviations and t-values were computed.

Correlation analysis using the Pearson r determined whether there were significant relationships on knowledge on unionism, job satisfaction, and organizational climate to faculty rank, teaching experience, administrative experience, and educational attainment.

Summary of Findings

The major findings of this study are the following:

- 1. Unionized and non-unionized teachers differed in their level of knowledge on unionism. The unionized have a higher level of knowledge on unionism as compared to the non-unionized.
 - 2. Components under the motivational factor were considered

- 3. Components under the hygiene factor were considered by both the unionized and the non-unionized teachers also as sources of job satisfaction.
- 4. The job satisfaction of both the unionized and the non-unionized teachers did not differ significantly.
- 5. Teachers and administrators in academic institutions in Central Mindanao perceived their organizational climate as open.
- 6. Unionized and non-unionized teachers in academic institutions in Central Mindanao perceived their organizational climate as open.
- 7. Knowledge on unionism was significantly related to job satisfaction as perceived by both unionized and non-unionized teachers in academic institutions in Central Mindanao.
- 8. Knowledge on unionism was not significantly related to organizational climate as perceived by both unionized and non-unionized teachers in academic institutions in Central Mindanao.
- 9. Some selected personal variables only knowledge on Unionism was correlated to job satisfaction as perceived by the teachers and administrators in both unionized and non-unionized academic institutions in Central Mindanao.

Conclusions

Based on the findings, the following conclusions are derived:

- Knowledge on unionism is significantly related to job satisfaction.
- Knowledge on unionism is not significantly related to organizational climate.
- 3. Faculty rank, teaching experience, administrative experience, and educational attainment are not significantly related to knowledge on unionism.
- 4. Faculty rank, teaching experience, administrative experience, and educational attainment are not significantly related to organizational climate.
- 5. Faculty rank, teaching experience, administrative experience, and educational attainment are not signficantly related to each other.

Implications of the Study

From the findings are derived certain aspects that deserve a place in the field of educational administration.

Knowledge on Unionism and Job Satisfaction

As revealed in the the findings, the unionized teachers have a lower job satisfaction level than the non-unionized. Though

the findings did not indicate that the former are less productive than the latter, the possibility for it to exist in a fluid setting such as academic institutions is not remote. This is abated by the fact that unionized teachers also are more aware of what their rights are and what they are entitled to in terms of benefits and privileges as provided for in the Labor Code of the philippines and other related labor laws and issuances. The statement, however, does not mean to preclude the non-unionized who are less knowledgeable of what they are legally entitled to. Rather, this implies an impartial and remedial implementation of legal and constitutional provisions of the entitlements of workers in the academic institutions. As Abraham Lincoln said in his inaugural address, "with malice towards none."

Organizational Climate

Administrators of academic institutions in Central Mindanao included in this study stand on safer and solid ground as far as theirs and those of their teachers' perception on organizational climate is concerned. Even with differences in perception of certain dimensions in both teachers and administrators, the organizational climate of both unionized and non-unionized academic institutions are at a commendable level. These institutions' administrators and faculty members do not feel alienated in their respective organizational set-up.

Certain observations though were revealed in the findings

should be administered in academic institutions. Meetings should free and as open as they should be instead of in a conference-like manner. Discussions and changes in the administrative machinery should be directed more towards improving the skill and competency levels of teachers in a manner that would make them not only professionally but also globally competitive. In this age of reengineering and retooling, that would be a tall order for administrators and academic institution

Recommendations

A. Principal Recommendations

- 1. As shown in the current findings, a significant correlation exists between knowledge on unionism and job satisfaction. Likewise, a not significant correlation exists between knowledge on unionism, organizational climate, faculty rank, teaching experience, administrative experience, and educational attainment. This indicates the need look into the extent of the correlations that exist among these variables based on a time study series.
- 2. Indicators of both job satisfaction and organizational climates more or less possess the same factors in the provisions On collective bargaining agreements. Administrators may look into how these collective bargaining agreement provisions, entered into by the owners of academic institutions and their faction and organizational climate.

This should be true for both unionized and non-unionized academic institutions.

- 3. Negotiators of collective bargaining agreements (CBA) from both sides, i.e., management and employees, have been foreshadowed in this study. There is a need to look into the compositions of the CBA negotiators to determine their impact on job satisfaction and organizational climate.
- 4. Cited in the review of studies and literatures are time series studies on the existence of unions in various institutions around the globe, and how these affect the conditions of teachers in these countries. It may be profitable for administrators of the unionized institutions to determine the extent to which the unions contribute in any manner to the teachers' job satisfaction and their perceptions of organizational climates.
- 5. Under Philippine labor laws, government agencies including state colleges and universities are allowed to unionize, but never to go on strike. Inquiry may be made into how unions affect the job satisfaction and organizational climate of state universities and colleges in Region XII.

B. For Further Research

1. Effects of Unionism on Faculty Rank, Educational Attainment, Teaching Experience, and Administrative Experience to Union Members Among Academic Institutions in Central Mindanao

- 2. Collective Bargaining Agreements and Labor Law provisions and the Extent of Their Differences in Implementation perceived by Unionized Faculty Members in Academic Institutions in Central Mindanao
- 3. Provisions in Collective Bargaining Agreements and Their perceived Effects on the Job Satisfaction and Organizational Climate of Teachers in Unionized Academic Institutions
- 4. Compositions of the Negotiating Parties and the Outcomes of Their Negotiations as Perceived by Teachers in Unionized Institutions
- 5. Existence of Unions and Their Effects on the Job Satisfaction and Organizational Climate From the Time of Their Recognition up to the Last Negotiated Collective Bargaining
- 6. The Status of Unionism in State Colleges and Universities in Central Mindanao
- 7. An NDEA-wide Survey on the Perception of Administrators, Paculty, and Staff Towards Unionism in Their Schools
- 8. A Study on Unionism in State Universities and Colleges and Its Effects on Job Satisfaction and Organizational Climate

APPENDIX A

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Personal Data Sheet

Ple	ease supply the following information asked in the survey
Everythi	ng will be kept in strictest confidentiality and will be
treated	for research purposes only.
XIII.	Name of School :
χII.	Location of School :

III.	Present Position/Faculty Rank :
	What College/Sector do you belong?
	What Department do you belong?

Teaching	Administration				
	· less than 3				
3 - 6	3 - 6				
7 - 10	7 - 10				
11 - 14	11 - 14				
15 - 18	15 - 18				
19 - 22	19 - 22				
23 - 26	23 - 26				
27 - 30	27 - 30				

V.	Educational	Attainment	(check	the	highest	level)
----	-------------	------------	--------	-----	---------	--------

Bachelor'	s degree
Master's	degree
Doctoral	degree
	Master's

777	7	7	hinthday	
VI.	Age	Tast	birthday	

VII.	Civil	Status	:	
------	-------	--------	---	--

VIII. Basic monthly salary : _____

IX.	Religion			

X.	Tribe	:				

			Female
XT	Cov .	Male	

For t	those employed in unionized institut	tions only:	
X	II. How many years have you been a	union member?	
	3 - 6 7 - 10 ————————————————————————————————————	_ 19 - 22 _ 23 - 26 _ 27 - 30	
XI	II. Does your school have an exist	ing CBA? Yes _	No
X	IV. How many years is its effective		
	less than 3 4	5 or more	

APPENDIX C

Knowledge on Unionism Survey Sheet (KUSS)

Direction: The following questions are related to labor relations. In each of the numbers, encircle the letter in the parenthesis which best corresponds to the question asked.

- Philippine labor laws give employees in the private sector (a. rights, b. privileges) while at the same time bestowing upon employers their prerogatives.
- Officers of a labor union are elected at intervals of (a. 2, b. 3, c. 5) years by secret balloting.
- 3. The following are authorized causes of termination except, (a. closure of establishment, b. retrenchment, c. redundancy, d. disease, e. willfull breach of trust).
- 4. (a. Inter-union, b. Internal union) dispute is a dispute arising from union representation for purposes of collective bargaining, affiliation, and disaffiliation.
- 5. The following are voluntary modes of settling disputes except, (a. collective bargaining, b. grievance machinery, c. voluntary arbitration, d. mediation arbitration).
- 6. Involuntary modes of settling disputes excludes (a. compulsory arbitration, b. mediation arbitration, c. visitorial powers, d. voluntary arbitration).
- 7. For a strike to take effect it must be approved by (a. 3/4, b. majority, c. 50%) of the total union members in the bargaining unit obtained through secret balloting.
- 8. A lockout is to be approved by a majority of the (a. Board of Trustees, b. Administration, c. Employees) of the school or institution.
- 9. Notice of strike or lockout shall be filed (a. 30, b. 60, c. 45) days with the DOLE Regional Office.
- 10. ULP is filed (a. 15, b. 30, c. 45 days).
- 11. LMC stands for (a. Labor-Management Council, b. Labor-Management Cooperation, c. Labor-Management Committee).
- 12. LMC can take any of the following schemes (a. Work Council, b. Quality Circle, c. Productivity Brigade, d. Grievance Committee, e. All of the above).

- 13. Parties to a collective bargaining agreement are (a. employer-employee, b. superior-subordinate, c. trustees-administrators).
- 14. Petition for certification election requires (a. 20%, b. 50%, c. 75%) of the workers' signature.
- 15. Items to be determined by the union before negotiations with management (a. economic, b. political, c. economic and political issues.
- 16. (a. Simple majority, b. 75%, c. 50%) is required to ratify an approved CBA during a general membership meeting called for the purpose.
- 17. The registration fee of P/1,000.00 for a CBA is to be paid by the (a. employer, b. paid by the union, c. shared by the employer and the union).
- 18. The security bond of a union treasurer is to be paid by the (a. union, b. treasurer himself, c. shared by both the union and treasurer.
- 19. Accounting of union funds must be done within (a. 45, b. 30, c. 15) days after the close of the fiscal year.
- 20. Unions can own, use and dispose of (a. real estate, b. personal property, c. both real estates and personal property).

APPENDIX D

ITEMS THAT COMPOSE THE FIVE MODULES ON KNOWLEDGE ON UNIONISM

(For the complete statements, please refer to Appendix C)

RIGHTS AND OBLIGATIONS OF WORKERS AND MANAGEMENT:

Statements: 1, 2, and 3

LABOR DISPUTE SETTLEMENT

Statements: 4, 5, 6, 7, 8, 9, and 10

LABOR-MANAGEMENT COOPERATION

Statements: 11 and 12

COLLECTIVE BARGAINING AGREEMENT

Statements: 13, 14, 15, 16, and 17

UNION FINANCE AND ADMINISTRATION

Statements: 18, 19, and 20

APPENDIX E Job Attitude Factors Survey Questionnaire

Directions:	Below each cates the	extent	to which	each job	attit	tude	facto	or
	satisfies	or d	issatisfie	es you in	1 your	job	as	a

	Legend Cod	ie				
	Highly Satisfying 4 Slightly Satisfying 3					
	Dissatisfying 2 Highly Dissatisfying 1					
1.	Working relationship with superiors		4	3	2	1
2.	Salary (basic pay, cost of living allowances, 13th month pay)		4	3	2	1
3.	Respect accorded by the community		4	3	2	1
4.	Being considered for assignment other than teaching		4	3	2	1
25.	Attending in-service sessions, seminars, workshops and conventions		4	3	2	1
6.	Terms of tenure or permanence		4	3	2	1
7.	Physical plant and site conditions: school grounds		4	3	2	1
8.	Being able to complete an assigned task		4	3	2	1
9.	Being assisted to spot and correct your deficiencies and to do a job the way it should be done		4	3	2	1
10.	Unannounced classroom visits by superiors		4	3	2	1
11.	Performing classroom routines: lesson planning, accomplishing forms		4	3	2	1
12.	Distribution of teaching assignments		4	3	2	1
13.	Working relationship with students		4	3	2	1
14.	Moderator's fee as homeroom teacher/ activity moderator/professional fee for M.A., Doctoral degree		4	3	2	1

			29		
52.	Being appreciated by peers and students 4	3	2	2	1
53.	Having opportunities for interactions with professionals	3	2	2	1
54.	Twelve month contract	3	2	2	1
55.	Support services available : clerical,				
	telephone and maintenance	1 3	2	2	1
56.	Being able to maintain high standard of teaching	1 3	s en	2	1
57.	Being encouraged to continually improve yourself			2	1
58.	Manner or procedure of supervision		of :	2	1
59.	Meeting and conferring with supervisors and administrators	4 3			
60.	Standard operating procedure: submission of test questionnaires, record books, grades, reports, etc	4 3	3	2	1
61.	Working atmosphere within the organization	4 3	3	2	1
62.	Faculty development funding including tuition subsidy or discount for professional studies	4	3	2	1
63.	Participation in the school policy formulation as in the school forum or school council	4	3	2	1
64.	Length of Service Awards	4	3	2	1
65.	Number of personnel involved in supervision		3	2	1
66.	Conferring with parents	4	3	2	1
67.	Administrators' definition of teachers privileges and responsibilities		3	2	1
68.	Provision for the expression of grievance .		3	2	1
69.	Educational benefit for children		3	2	1
70.	Opportunities for expertise as a resource person class consultant	. 4	3	2	1

	130		
71. Awards for teaching excellence 4	3	2	1
72. Frequency of supervision	3	2	1
73. Uniform subsidy 4	3	2	1
74. Group insurance benefits	3	2	1
75. Official leave of absence with pay/ study or work grants	3	2	1

Adopted from the master's thesis of Mr. Xavier Reyes entitled "Job Satisfaction/Dissatisfaction of Ateneo de Manila Grade School."

Same instrument was also utilized by Dr. Evelina E. Ayson in her doctoral disseration entitled "The Applicability of Herzberg's Theory in Selected Tertiary Schools in Central Mindanao."

Salary (basic pay; cost of living allowance, 13th month pay

Moderator's fee as homeroom teacher/activity moderate professional fee for M.A., Doctoral degree

8. Summer vacation with pay

62. Paculty development funding including tuition

69. Educational benefit for children

74. Oroun insurance benefits

75. Official leave of absence with pay/study

a read an expected by the committy

. Respect from studence, parents, peers, and other

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HERZBERG'S FACTOR AND THE NUMBER OF PHRASES CORRESPONDING TO EACH FACTOR

Interpersonal Relationship:

- 1. Working relationship with superiors
- 13. Working relationship with students
- 25. Working relationship with peers and subordinates
- 37. Support extended by administrators
- 49. Cooperation from peers
- 61. Working atmosphere within the organization
- 68. Provision for the expression of grievances

Compensation:

- Salary (basic pay, cost of living allowance, 13th month pay
- Moderator's fee as homeroom teacher/activity moderator/ professional fee for M.A., Doctoral degree
- 26. Allowance given for attendance in seminar
- 38. Summer vacation with pay
- 50. Sickness benefits and maternity leave
- 62. Faculty development funding including tuition subsidy or discount for professional studies
- 69. Educational benefit for children
- 73. Uniform subsidy
- 74. Group insurance benefits
- 75. Official leave of absence with pay/study or work grant

Status:

- 3. Respect accorded by the community
- 15. Respect from students, parents, peers, and other professionals

- 27. Your standing as a member of professional associations
- 39. Professional eligibility for the job
- 51. Status of teaching profession in the community
 - 63. Participation in the school policy formulation as in the school forum or school council
 - 70. Opportunities for expertise as a resource person class consultant

Recognition:

- 4. Being considered for assignment other than teaching
- 16. Being sought out for non-teaching function tasks by superiors without extra compensation
- 28. Being involved in the determination of one's performance
 - 40. Enjoying a good standing in the community
 - 52. Being appreciated by peers and students
 - 64. Length of Service Awards
 - 71. Awards for teaching excellence

Possibility for Growth and Advancement:

- 5. Attending in-service sessions, seminars, workshops, and conventions
- 17. Being given the opportunity for pursuing profession M.A., Ph.D., Ed.D., or other specializations
- 29. Having opportunities for promotion in faculty ranks
- 41. Having opportunities to work in a supervisory or administrative capacity
- 53. Having opportunities for interactions with professionals

Job Security:

- 6. Terms of tenure or permanence
- 18. Retirement plan and the possibility of early retirement
- 30. Medicare coverage and privileges

- 42. Social security system coverage
- 54. Twelve month contract

Working Conditions:

- 7. Physical plant and site condisions : school grounds
- 19. Classroom physical conditions: ventilation, light and space, etc.
- 31. Amount of school work : teaching and non-teaching
- 43. Facilities : audio-visual, guidance office, clinic, canteen, and faculty work room
- 55. Support services available : clerical, telephone and maintenance

Achievement:

- 8. Being able to complete an assigned task
- 20. Being able to contribute to the solution of school problems
- 32. Being acknowledged for the accomplishment of one's work
- 44. Being able to attain personal goals in the job like service, sharing of knowledge and modling of youth
- 45. Being allowed to make important decisions relevant to the job independently
- 57. Being encouraged to continually improve yourself

Supervision:

- 10. Unannounced classroom visits by superiors
- 22. Being given the minimum necessary supervision
- 34. Delegation of work by the department chairman
- 46. Plan and schedule of work and activities
- 58. Manner or procedure of supervision
- 65. Number of personnel involved in supervision
- 72. Frequency of supervision

ORGANIZATIONAL CLIMATE DESCRIPTIVE QUESTIONNAIRE (OCDQ) Form IV

	The items in this questionnaire describe typical behaviors or conditions that occur in a school organization. Please indicate to what extent each item is true in your school by encircling the corresponding numbers:
--	--

4 - Very Frequently 3 - Often Occurs 2 - Sometimes 1 - Rarely

	1 - Kalely				
1	. Teachers' closest friends are other faculty members at this school.	4	3	2	1
2	. The mannerisms of teachers at this school are annoying.	4	3	2	1
3	. Teachers spend time after school with students who have individual problems.	4	3	2	1
4	. Instructions for the operations of teaching aids are available.	4	3	2	1
5.	Teachers invite other faculty members to visit them at home.	4	3	2	1
6.	There is a minority group of teachers who always oppose the majority.	4	3	2	1
27.	Sufficient copies of reference books are available for use.	4	3	2	1
8.	Sufficient time is given to prepare administrative reports.	4	3	2	1
9.	Teachers know the family background of faculty members.	4	3	2	1
10.	Teachers exert group pressure on non- conforming faculty members.	4	3	2	1
11.	In faculty meetings, there is the feeling of "let's get things done."	ng			
12.	Administrative paper work is burdensome at this school.	4	3	2	1
13.	Teachers talk about their personal life to other faculty members.	4	3	2	1

The Work Itself:

- Performing classroom routines : lesson planning, 11. accomplishing forms
- Performing a variety of job-related roles: substitute parent, counselor, friend, mentor, disciplinarian, etc. 23.
- Volunteering for non-teaching tasks 35.
- Present teaching assignments 47.
- Meeting and conferring with supervisors and administra-59.
- Conferring with parents 66.

School Policy and Administration:

- Distribution of teaching assignments
- Distribution of non-teaching, co-curricular assignment 24.
- 36. Working hours including reporting and working during summer
- 48. Teachers' preparation time/workload
- 60. Standard operating procedures: submission of test questionnaires, record books, grades, reports, etc.
- 67. Administrators' definitions of teachers privileges and responsibilities

				136	
14.	Teachers seek personal favors from the administrators.	4	3	2	1
15.	Visual aids are readily available for use in classrooms.	4	3	2	1
16.	Students' progress reports require too much work.	4	3	2	1
17.	Teachers have fun socializing together during school time.	4	3	2	1
18.	Teachers interrupt other faculty members who are talking in staff meetings.	4	3	2	1
19.	Most of the teachers here accept the faults of their colleagues.	4	3	2	1
20.	Teachers here have too many committee requirements.	4	3	2	1
21.	There is considerable laughter when	1	-		
22.	teachers gather informally.	4	3	2	1
22.	Teachers ask nonsensical questions in faculty meetings.	4	3	2	1
23.	Custodial service is available when needed.	4	3	2	1
24.	Routine duties interfere with the job				
	of teaching.	4	3	2	1
25.	Teachers prepare administrative reports by themselves.	4	3	2	1
26.	Teachers ramble when they talk in	4	3	2	1
45.	faculty meetings.			-	
27.	Teachers at this school show much school spirit.	4	3	2	1
28.	The administrators go out of their				
47.	way to help teachers.	4	3	2	1
29.	The administrators help teachers solve personal problems.	4	3	2	1
30.	The teachers at this school stay by themselves.	4	3	2	1
31.	The teachers accomplish their work with great vim, vigor, and pleasure.	4	3	2	1

32.	The administrators set an example by working hard.			137	
33.	The administrators do personal favors	4	3	2	1
	personal services and services are services and services and services and services and services are services and services and services and services are services are services and services are services and services are services are services and services are services are services and services are services	4	3	2	1
34.	The teachers have their snacks/eat lunch by themselves in the canteen.	h			-
35.	The morale of the teachers is high.	4	3	2	1
36.		4	3	2	1
50.	The administrators use constructive criticisms.	4	3	2	1
37.	The administrators make themselves available for consultations.	4	3	2	1
38.	Teachers socialize together in small select groups.	4	3	2	1
39.	The administrators make all class			4	_
	scheduling decisions.	4	3	2	1
40.	Teachers are contacted by the administrators each day.	4	3	2	1
41.	The administrators are well prepared when they speak at school functions.	4	3	2	1
42.	The administrators help staff members				
61.	settle minor differences.	4	3	2	1
43.	The administrators schedule work for the teachers.	4	3	2	1
44.	Teachers leave the school campus during official time without proper permission	. 4	3	2	1
45.	Teachers help select which courses will be taught.	4	3	2	1
46.	The administrators correct teachers'		3	-	,
	mistakes.	4	3	2	1
47.	The administrators talk a great deal.		3	2	1
48.	The administrators explain their reasons for criticism to teachers.	4	3	2	1
49.	The administrators try to get better salaries for teachers.	4	3	2	1
50.	Extra duty for teachers is posted conspicuously.	4	3	2	1

51.	The rules set by the adminstrators are never questioned.			138	
52.	The administrators look out s	4	3	2	1
A	personal wellare of the teachers.	4	3	2	1
53.	School secretarial service is available for teachers' use.	4	3		
54.	The administrators run the faculty meeting like a business conference.	4	3	2	1
55.	The administrators are punctual in reporting for work.	4	3	2	1
56.	Teachers work together preparing administrative reports.	4	3	ietre	tors
57.	Faculty meetings are organized according to tight agenda.	-	3	2	1
58.	Faculty meetings are mainly	4	3	2	1
30.		4	3	2	1
59.	The administrators tell teachers of new ideas they run across.	4	3	2	1
60.	Teachers talk of leaving the school system.	4	3	2	1
61.	The administrators check the subject matter ability of the teacher.	4	3	2	1
62.	The administrators are easy to understand.	4	3	2	1
63.	Teachers are informed of the results of the supervisor's visit.	4	3	2	1
64.	The administrators insure that teachers work to their full capacity.	4	3	2	1

Adopted from the doctoral disseration of Dr. Virginia M. Valdez entitled, "The Leadership Behavior of Elementary Principals and the Organizational Climate of Their Schools."

This same questionnaire was used by Dr. Evelina E. Ayson in her doctoral dissertation, "The Applicability of Herzberg's Theory in Selected Tertiary Schools in Central Mindanao." Ayson replaced the term "principals" with "administrators" to suit to tertiary institutions. She changed some "terms (those with asterisks) to prevent semantic problems."

OCDQ, FORM IV - ITEMS THAT COMPOSE FOUR SUBTESTS : TEACHERS' BEHAVIOR

A. Disengagement

- 1. The mannerisms of teachers at this school are annoying.
- There is a minority group of teachers who always oppose the majority.
- 3. Teachers exert group pressure on nonconforming faculty members.
- 4. Teachers seek special favors from the administrators.
- Teachers interrupt other faculty members who are talking in staff meetings.
- 6. Teachers ask nonsensical questions in faculty meetings.
- 7. Teachers ramble when they talk in faculty meetings.
- 8. Teachers at this school stay by themselves.
- 9. Teachers talk about leaving the school system.
- 10. Teachers socialize together in small select groups.

B. Hindrance

- 11. Routine duties interfere with the job of teaching.
- 12. Teachers have too many committee requirements.
- 13. Student progress reports require too much work.
- 14. Administrative paper work is burdensome at this school.
- 15. Sufficient time is given to prepare administrative reports.
- 16. Instructions for the operation of teaching aids are available.

C. Esprit

- 17. The morale of the teachers is high.
- The teachers accomplish their work with great vim, vigor, and pleasure.

- 19. Teachers at this school show much school spirit.
- 20. Services of the property custodian are available when
- 21. Most of the teachers here accept the faults of their
- 22. Visual aids are readily available for use in classwork.
- 23. There is considerable laughter when teachers gather
- 24. In faculty meetings, there is the feeling of "let's get things done."
- 25. Extra books are available for classroom use.
- 26. Teachers spend time after school with students who have individual problems.

Intimacy

- 27. Teachers' closest friends are other faculty members at this school.
- 28. Teachers invite other faculty members to visit them at
- 29. Teachers know the family background of other faculty members.
- 30. Teachers talk about their personal life to other faculty members.
- 31. Teachers have fun socializing together during school time.
- 32. Teachers work together preparing administrative re-
- Teachers prepare administrative reports by themselves. 33.

OCDQ, FORM IV - ITEMS THAT COMPOSE FOUR SUBTESTS : ADMINISTRATIVE BEHAVIOR

E. Aloofness

34. Faculty meetings are organized according to tight agenda.

- 54. The administration explains his reasons for criticisms to teachers.
- 55. The administration looks out for the personal welfare of the teachers.
- 56. The administration is in the school before teachers arrive.
- 57. The administration tells teachers of new ideas he has run across.
- 58. The administration is easy to understand.

H. Consideration

- 59. The administration helps teachers solve personal problems.
 - 60. The administration does personal favors for teachers.
 - 61. The administration stays after school hours to help teachers finish their work.
- 62. The administration helps staff members settle minor differences.
 - 63. Teachers help select which grade and/or subject they will teach.
- 64. The administration tries to get better salaries for teachers.

DESCRIPTIONS OF THE FOUR OTHER TYPES OF ORGANIZATIONAL CLIMATES

The Autonomous Climate. This has for its distinguishing feature the almost complete freedom that the administrator gives to teachers to provide their own structure for interaction as well as to find ways within the group for satisfying their social needs. The morale of the teachers is high but not as high as in the open climate.

The administrator remains aloof from the teachers, for he runs the organization in a businesslike and rather impersonal manner. On the whole, he is considerate and attempts to satisfy the social needs of the teacher.

The Controlled Climate. This is marked by a press for achievement at the expense of social needs satisfaction. The climate is directed toward task-achievement and away from social need. Nevertheless, since morale is high, this is more open than closed. The administrator is described as dominating and directive. Leadership emanates chiefly from himself, rather than from the group.

The Familiar Climate. This had for its main feature the conspicuously friendly manner of both the administrator and the teacher. Social needs satisfaction is extremely high while little is done to control the groups' activities toward goal achievement. The administrator does not emphasize production nor does he do much personally to insure that the teachers are

performing their tasks correctly.

The Paternal Climate. This is characterized by the "ineffective" attempts of the administrator to control the teachers as well as to satisfy their social needs. His behavior is "non-genuine" and is perceived by the teachers as non-motivating. The teachers do not work well together. They are split into factions. There is high disengagement because of the administrator's inability to control the activities of the teachers. Teachers obtain inadequate satisfaction in respect to both task-accomplishment and social - needs.

Letter to Faculty Members

Graduate School Notre Dame University Cotabato City September 1, 1996

Notre Dame University
Cotabato City .
Dear Dr. Ayson:
Dear,

I am currently conducting a survey on "Unionism in Academic Institutions in Central Mindanao" for my doctoral dissertation. I am requesting you to please answer the attached questionnaires needed for my research.

The objective of this study is to determine the relationships between organizational climate, unionism and job satisfaction of faculty members in both unionized and non-unionized academic tertiary institutions in Central Mindanao.

All answers will be treated with strict confidentiality whose sole purpose is only for this study. Please accomplish each question honestly and sincerely so that the results would be reflective of the sentiments and the perceptions of our dear teachers in Central Mindanao. Please return your accomplished questionnaire to of the

who kindly volunteered to assist me in the retrieval of my questionnaires.

May you find time to help me in this particular pursuit.

Thank you very much. I remain,

Very sincerely yours,

(Sgd.) BRICCIO M. MERCED, JR. Researcher

Noted by :

(Sgd.) DR. TEODORO M. CARRASCO Dean, Graduate School

ENDIX K

Graduate School Notre Dame University Cotabato City August 15, 1996

Evelina E. Ayson

1, College of Education

1ce Dame University

2bato City

Dr. Ayson:

Cordial greetings!

I am currently writing my dissertation entitled "Unionism in demic Institutions in Central Mindanao." The objective of study is to determine the relationship between organization-climate, job satisfaction and the state of unionism in both onized and non-unionized tertiary institutions in Central danao.

One of the questionnaire I will be using for this study is of Francisco X. Z. Reyes entitled "Questionnaire of Job tude Factors." As you were permitted by Mr. Reyes, may I be wed to use the same for my study?

Your assistance will be highly appreciated.

Thank you very much. I remain,

Very sincerely yours,

(Sgd.) BRICCIO M. MERCED, JR. Researcher

APPENDIX L

Graduate School Notre Dame University Cotabato City August 15, 1996

Dr. Virginia M. Valdez
Vice-President for Administration
& Student Services
Notre Dame of Midsayap College
Midsayap, Cotabato Province

Dear Dr. Valdez:

Esteemed warm greetings!

I am currently undertaking a research on "Unionism in Academic Institutions in Central Mindanao" for my doctoral dissertation. The objective of this study is to determine the relationship among organizational climate, unionism and job satisfaction in both unionized and non-unionized tertiary institutions in Central Mindanao.

In my initial research for an intrument to be used in my study, I was informed that you were given permission by Agnes Moran, the Permission Manager of the Macmillan Publishing Company, Inc., to own a copy of the Organizational Climate Descriptive Questionnaire (OCDQ) Form IV questionnaire, and manual for administration and interpretation. As the said instrument is very vital to the completion of my work, may I also be allowed to use the mentioned instruments?

I would appreciate any assistance that you could extend to this struggling writer.

Thank you very much. I remain,

Very respectfully yours,

Sgd.) BRICCIO M. MERCED, JR. Researcher

Noted by :

(Sgd.) DR. TEODORO M. CARRASCO Dean, Graduate School

solely for academic purposes

APPENDIX M

Letter to Heads of Institutions

Graduate School Notre Dame University Cotabato City August 15, 1996

	of Birth.
Wife	
Daught	
Dear	

Esteemed and cordial greetings!

I am currently undertaking a survey on "Unionism in Academic Institutions in Central Mindanao" for my doctoral disseration, The objective of this research is to determine the relationship among organizational climate, unionism and job satisfaction in both unionized and non-unionized tertiary schools in Central Mindanao.

Instruments used in this study are the Personal Data Sheet (PDS), Unionism Knowledge Survey Sheet (UKSS), the Job Attitude Factors Survey (JAFS), and the Organizational Climate Descriptive Questionnaire (OCDQ).

In this regard, I would like to seek your permission to administer the aforementioned instruments to your deans, vice-presidents and faculty members at the college level. Furthermore, I would like to request you and your administrators to answer both the PDS and the OCDQ, and your faculty members the former two plus the UKPSS. All answers to the instruments will be treated with the strictest confidentiality and will be used solely for academic purposes.

Your approval and participation in this survey would be a monumental blessing to my study.

Thank you very much. I remain,

Very respectfully yours,

(Sgd.) BRICCIO M. MERCED, JR. Researcher

Noted by :

(Sgd.) DR. TEODORO M. CARRASCO
Dean, Graduate School

CURRICULUM VITAE

PERSONAL DATA:

Name: BRICCIO MAPUTI MERCED, JR.

Date of Birth: February 22, 1961

Dumaguete City Place of Birth:

Wife: Teresita C. Merced

Daughters: April Dawnena C. Merced
Novy Trixia C. Merced

EDUCATIONAL BACKGROUND:

Elementary: Dumaguete Cathedral College - 1973

1st honorable mention

Dumaguete Cathedral College - 1974 Secondary:

1st honorable mention

Bachelor's Degree: Bachelor of Science in Education Silliman University - 1981

Cum laude Library Science Major:

Minor: Filipino

Master's Degree: Master of Arts in Education Notre Dame University - 1990

Meritus

Major: Educational Management

Doctoral Degree: Doctor of Education

Notre Dame University - 1997

Benemeritus

Educational Management Commission on Mass Media, National Council of in the Philippines, EDSA, Quezon City (1995-1996)

WORK EXPERIENCE:

College Librarian III, University of the Philippines Mindanao, Davao City, 1996 - present

Administrative Assistant, Episcopal Diocese of Southern Philippines, Cotabato City, 1995-1996

Program Assistant, Human Rights/Social Concerns Desk, Episcopal Diocese of Southern Philippines, Cotabato City, 1991-1995

- Editor, The Mindanao Courier, Episcopal Diocese of Southern Philippines, Cotabato City, 191-1995
- Head, Technical Services Department; Filipiniana/Law/Graduate Librarian, Notre Dame University, Cotabato City, 1985-1995
- Faculty Member, College of Education, Notre Dame University, Cotabato City, 1995
- Evening-Weekend Services Librarian, Silliman University, Dumaguete City, 1984-1985
- Company Librarian, Philippine National Oil Company-Southern Negros Geothermal Project (PNOC-SNGP), Ticala, Valencia, Negros Oriental, 1983-1984
- Teacher-Librarian, Construction and Development Corporation of the Philippines-Mining (CDCP-M) High School, Basay, Negros Oriental, 1981-1983

ELIGIBILITY:

Civil Service Eligibility

LICENSURE:

Registered Librarian - 1994

PROFESSIONAL ORGANIZATIONS:

President, Cotabato City Librarians' Association (1987-1989)

Member, Philippine Librarians' Association, Inc. (1996)

Adviser, Cotabato Librarians' Association (1995)

Commissioner, Commission on Mass Media, National Council of Churches in the Philippines, EDSA, Quezon City (1995-1996)

Board Member, National Episcopal Church Health Workers
Association (NECHWA), (1995)